

R E P O R T R E S U M E S

ED 017 625

VT 000 400

PREPARING STUDENTS FOR EMPLOYMENT IN AGRICULTURE,
AGRICULTURAL OCCUPATIONS INSTITUTE, WORKSHOP REPORT (JUNE
7-JULY 16, 1965).

OKLAHOMA STATE UNIV., STILLWATER, RES. FOUNDATION

PUB DATE

65

EDRS PRICE MF-\$0.50 HC-\$4.76 117P.

DESCRIPTORS- *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL
AGRICULTURE TEACHERS, *INSERVICE TEACHER EDUCATION,
*VOCATIONAL AGRICULTURE, PROGRAM DEVELOPMENT, *CURRICULUM
GUIDES, SUMMER WORKSHOPS, TEACHER WORKSHOPS, COOPERATIVE
EDUCATION,

THIRTY VOCATIONAL AGRICULTURE TEACHERS FROM 10 STATES
ATTENDED A WORKSHOP TO DEVELOP THEIR ABILITIES TO INSTRUCT,
SUPERVISE, AND COORDINATE STUDENT ACTIVITIES AT THE HIGH
SCHOOL LEVEL IN AGRICULTURAL BUSINESS. THEIR ACTIVITIES
RESULTED IN THIS REPORT, INTENDED AS A GUIDE FOR AGRICULTURE
TEACHERS IN INITIATING INSTRUCTIONAL PROGRAMS FOR THE
OFF-FARM AGRICULTURAL OCCUPATIONS. THE 30 TEACHERS WERE TO BE
VISITED AND SUPERVISED DURING THE 1965-66 SCHOOL YEAR. THE
REPORT INCLUDES RECOMMENDED PROCEDURES FOR PLANNING,
INITIATING, ESTABLISHING, PROMOTING, AND CONDUCTING THE
PROGRAMS. UNITS OF INSTRUCTION ARE OUTLINED FOR ORIENTATION,
HUMAN RELATIONS, ARITHMETIC, SAFETY, AGRICULTURAL PRODUCTS
AND SERVICES, SELLING, ADVERTISING, DISPLAY, AGRICULTURAL
OCCUPATIONS, DISTRIBUTION CHANNELS, PURCHASING,
TRANSPORTATION, PRICING, STORE LAYOUT, STORE OWNERSHIP,
BUSINESS REGULATIONS, TAXES, ACCOUNTING AND CONTROL, AND
BUSINESS IMPROVEMENT. EACH UNIT CONTAINS SUGGESTED TIME
ALLOTMENT, REFERENCES, AUDIOVISUAL AIDS, STUDENTS ACTIVITY,
TEACHING TECHNIQUES, PROJECTS, AND SPECIFIC SUBJECT MATTER
INFORMATION. SUPPLEMENTARY MATERIALS INCLUDE (1) SUGGESTED
REFERENCES, FILMS, AND PROJECTS, (2) RECOMMENDED COORDINATION
PRACTICES, AND (3) FORMS FOR CONTRACTING, RECORDING, AND
EVALUATING FARM EXPERIENCE PLACEMENT AND OFF-FARM
AGRICULTURAL OCCUPATION EXPERIENCE. (JM)

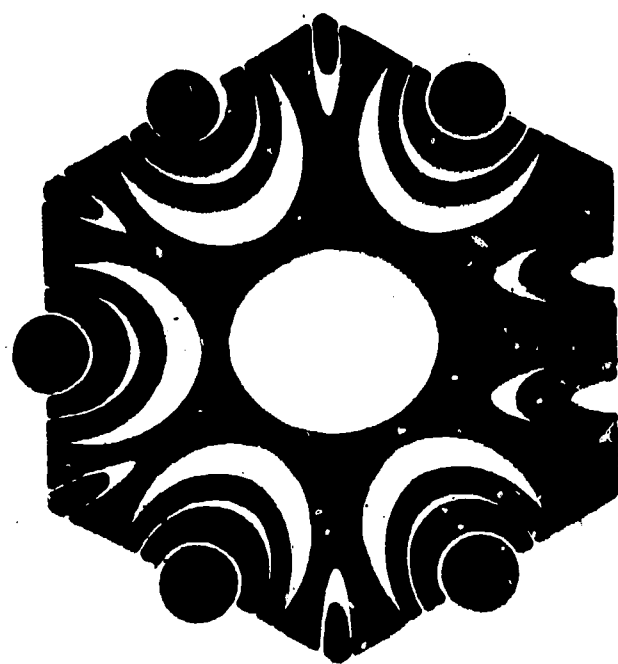
DOCUMENT FILMED FROM BEST AVAILABLE COPY

ED017625

**Preparing Students for
EMPLOYMENT IN AGRICULTURE**

1965 Workshop Report

Agricultural Occupations Institute



**RESEARCH
FOUNDATION**

**OKLAHOMA STATE
UNIVERSITY**

VT 00400

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

**THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.**

AGRICULTURAL OCCUPATIONS INSTITUTE

**1965 Workshop Report
June 7 to July 16, 1965**

PREPARING STUDENTS FOR EMPLOYMENT IN AGRICULTURE

**Supported by a Grant from the
U. S. Department of Health, Education and Welfare
Office of Education**

PREFACE

The Agricultural Occupations Institute program focuses on new dimensions in Vocational Agriculture. Increasing sales and services to farmers as well as complex processing and manufacturing of agricultural commodities opens varied occupational avenues to individuals with agricultural knowledge. Established for 28 months, this Institute aims to develop in vocational agriculture teachers, the ability to instruct, supervise, and coordinate student activities in agricultural businesses.

Thirty vocational agriculture teachers from ten states attended the 1965 workshop session. They exchanged ideas and collected information from many different sources. Information from outside readings, field trips to agricultural businesses, seminar reports, and committee assignments has been crystalized in this proposed abbreviated plan for a secondary school class in agricultural occupations. This publication emerged as a direct result of the teacher's efforts during the workshop.

The vocational agriculture teachers' ideas were examined, influenced, and evaluated by two qualified individuals. Lucille Patton, Guidance Counselor and Business Education Teacher at Hollis High School, and LeRoy Ward, Teacher-Coordinator in Distributive Education at John Marshall High School in Oklahoma City, served as instructors in the Institute.

The thirty teachers attending the 1965 workshop will be visited and supervised during the 1965-66 school year. Observations and recommendations will be compiled by the Institute staff. Cleo A. Dupy, Graduate Assistant, Department of Agricultural Education, will be assisting with the implementation of the Institute plans.

A different group of thirty vocational agriculture teachers will attend a six-weeks workshop in the summer of 1966. At that time, instructional materials for agricultural occupations will be further refined and developed.

Special recognition for the success of this 1965 workshop goes to Dr. Everett D. Edington, who initiated and planned the Institute, and Dr. Robert R. Price, Head, Department of Agricultural Education.

I sincerely appreciate the constructive attitude of the participants, the enthusiastic spirit of the speakers and consultants, and the helpful advice of the Oklahoma Division of Vocational Agriculture.

William L. Hull
Director
Assistant Professor
Department of Agricultural Education

TABLE OF CONTENTS

	<u>Page</u>
Participants.	1
Planning for the Vocational Agriculture Occupations Training Program.	2
Suggested Units of Study.	9
I. Orientation Procedure for VAOT.	11
A. Background of Vocational Education	11
B. Importance of Agriculture.	12
C. Forms Necessary for Job.	12
D. Labor Laws	12
E. Pre-Employment Training, Applying for a Job.	12
F. Change Making.	15
G. Learning Store Policies, Systems and Limiting Regulations	16
H. Customer Relations	17
I. Course Content of the VAOT Program	17
J. Youth Leadership Program	18
II. The Seller's Personality and Human Relations.	22
III. Arithmetic.	24
IV. Preventing Accidents and Handling Emergencies	30
V. Knowing Your Agricultural Products and Services	36
VI. Selling Agricultural Products and Services.	39
VII. Advertising	44
VIII. Display	46
IX. Agricultural Occupations.	49
X. Channels of Distribution.	50
XI. Purchasing Agriculture Products for Resale.	51

	<u>Page</u>
XII. Transporting and Storing Agricultural Products.	55
XIII. Pricing Agricultural Products and Services.	57
XIV. Store Layout, Location, and Organization.	61
XV. Store Ownership.	64
XVI. Regulations of Business.	69
XVII. Taxes and Their Impact on Business	72
XVIII. Accounting and Control	74
XIX. Improving Agricultural Businesses.	81
Suggested References for VAOT Classes.	85
Suggested 16 mm Film List for VAOT Classes	86
Suggested Projects for Directly Related Materials.	88
Placement for Farm Experience.	93
Coordination	97
Implementing the Agricultural Occupations Institute.	100
Vocational Agriculture Occupations Training Program Forms.	104

PARTICIPANTS

1965 AGRICULTURAL OCCUPATIONS INSTITUTE

Oklahoma State University
June 7 - July 16, 1965

NAME

ADDRESS

Best, Marvin G.
Bobbitt, Frank
Brown, Donald
Coffin, Donald R.
Denmark, Howard S.
DeWitt, Gene
Frank, Harry
Gappa, Don
Gray, David
Hardie, Hugh
Harrison, William R.
Henslee, Lloyd L.
Howell, Ted J.
Jaworski, Donald M.
Keesler, Norman G.
Kitchens, Edward C.
Lackey, Herbert
Legako, Joe J.
Logan, Bob G.
Luke, Clifford E.
Martin, Joe W.
Mashburn, Will E.
Matthews, Dyton
Metcalf, W. Kent
McClure, R. Clarence
McKay, Bob R.
Nowlin, Alvin G.
Polone, H.F.
Ratliff, Adrian A.
Sowder, Glen E.

Vinita, Oklahoma
Wytheville, Virginia
Prague, Oklahoma
Guthrie, Oklahoma
Louisiana, Missouri
Ponca City, Oklahoma
Purcell, Oklahoma
Hooker, Oklahoma
Latta, Oklahoma
Collinsville, Oklahoma
Leedey, Oklahoma
El Reno, Oklahoma
Muldrow, Oklahoma
Allegan, Michigan
Vale, Oregon
Norman, Oklahoma
Cleveland, Tennessee
Watonga, Oklahoma
Poteau, Oklahoma
Minneapolis, Minnesota
Bald Knob, Arkansas
Waco, Texas
Madill, Oklahoma
Altus, Oklahoma
Benton, Tennessee
Broken Arrow, Oklahoma
Minco, Oklahoma
Durant, Oklahoma
Hobart, Oklahoma
Yuma, Colorado

Lucille Patton, Instructor
LeRoy Ward, Instructor

Hollis, Oklahoma
Oklahoma City, Oklahoma

PLANNING FOR THE VOCATIONAL AGRICULTURE OCCUPATIONS TRAINING PROGRAM

The following recommendations have been compiled and approved by the thirty members of the 1965 Agricultural Occupations Institute, Oklahoma State University, as guides that an agriculture teacher may follow in initiating a program of Vocational Agriculture Occupations Training as a part of his vocational agriculture high school curriculum.

I. Initiative for Starting the Program:

- A. The initiative may originate with the superintendent, principal, vo-ag teacher or a business group.
- B. The superintendent must be consulted as the school authority regarding the possibility of starting the program.
- C. The superintendent is the one concerned in starting and maintaining minimum standards.
- D. The State Board for Vocational Agriculture should be consulted for approval and advice on how to proceed.

II. Consult Persons Who Would Be Interested in the Program or Affected by It:

- A. Method used may depend on the size of the community and the number of agriculture businesses in it.
- B. In a small community with only a few businesses the vo-ag teacher could contact businesses and publics personally.
 - 1. Contact some of the prominent agricultural businessmen of the community and potential training stations.
 - 2. Contact prominent farmers in the community.
 - 3. Prospective students and their parents.
 - 4. Agriculture committee of the Chamber of Commerce.
 - 5. Members of other civic organizations who may have interest in vocational agriculture.
 - 6. Other key persons in the community who might have an interest in the program.
- C. In a larger community with several agriculture businesses use could be made of a steering committee.
 - 1. This committee would be temporary in nature.
 - 2. Twelve to fifteen members should be selected as follows:

a. From education:

1. Superintendent.
2. Principal.
3. Vocational agriculture instructor.
4. Counselor.

b. From business:

1. Owners and managers of agriculture businesses.
2. Agriculture chairman of Chamber of Commerce.
3. Agriculture chairman of other civic or professional clubs.

c. Others:

1. High school graduates working in businesses.
2. Newspaper representative.
3. PTA representative.

3. The steering committee should meet two times.

a. First meeting:

1. Orientation of the members to the objectives of the program and how it operates.
 - a. Visual aids.
 - b. Resource persons.
2. Ask members of the committee to gather reactions to the program to report at next meeting.

b. Second meeting:

1. Report on reactions to the possibility of starting a program.
2. Assist in deciding "Yes or No" about organizing a program.

III. Survey of Students and the Community:

A. A survey may be advisable before deciding on starting a program.

B. Members of the steering committee could serve on a "Working Committee" in making the survey.

C. The following are suggested methods of securing the information:

1. Personal contact - the most effective method.
2. Letters with return cards or information sheets.
3. Meetings and assemblies.

D. The following information should be secured in the survey:

1. The need for trained career persons in non-farm agricultural occupations in the community and surrounding areas.
2. Opportunities for part-time trainees in the community or nearby.
3. Any changing patterns in agriculture businesses, especially those in the community which would affect the local employment opportunities.
4. Vocational interests of vocational agriculture students and other prospective students.
5. Number of students who could meet the necessary minimum qualifications.

IV. Formulate Program Policies

A. An advisory committee may be appointed to assist.

1. Dissolve the steering committee and appoint certain of the members to the advisory committee.
2. Include representatives of the school, businesses, labor, parents, and officers of your organization in school.
3. The final decision on policies should remain in the hands of the superintendent.
4. The advisory committee should remain a sounding board for advice.
5. Other ways the advisory committee may serve:
 - a. Carrying out public relations.
 - b. Suggest sources of training stations.
 - c. Suggest sources and types of instructional materials.
 - d. Provide resource personnel for classroom occupational instruction.
 - e. Recommend minimum standards for students.
 - f. Assist with banquets and other programs.
 - g. Identify educational needs.
6. Formal meetings should be called only when a planned agenda justifies it. About three one-hour meetings per year should be enough.

B. The following should be considered when formulating program policies:

1. State Vocational Education Association policies.
2. Local school policies.

3. Standards of your department.
4. Goals and objectives you have set for your program.
5. Attitudes and opinions of people in the community.

V. Acquaint Community with the Program

- A. Appear before civic clubs, professional clubs, and school assemblies.
 1. Provides opportunities to create understanding during organizational stages in the development of a new program.
 2. Presentations ranging from a five minute announcement to a 20 minute film are effective.
- B. Write newspaper releases.
 1. Provides good opportunities for reaching the many segments of the public served by such a program.
 2. The articles should answer the five main questions - Who? What? When? Where? and Why?
- C. Make personal contacts.

VI. Establish Training Stations

- A. Establishment should be based on mutual understanding and agreement among:
 1. Employer.
 2. School administration.
 3. Vocational agriculture instructor.
 4. Student.
 5. Parents.
- B. All concerned must understand that the primary purpose of the program is for education rather than merely employment.
- C. Experiences gained should be expected to contribute significantly to the development of knowledge, skills, and attitudes needed in the occupation.
- D. Steps in organizing the training stations:
 1. Employer should be made fully aware of objectives and operating procedures by the time he has decided to participate.

2. A plan of experience and training for the student should be developed and a person designated as sponsor.
3. Areas of experience should be well defined.
4. Before employing the student the businessman should be acquainted with the nature and scope of the program including the following:
 - a. Primarily an educational program - not a school employment agency.
 - b. Employer is considered a partner in the student's training and should assist the school by providing planned occupational experiences and on-the-job instruction.
 - c. That training stations are to provide a definite number of hours each week through the year.
 - d. That students are to receive wages which may come under wage laws.
 - e. That candidates for the part-time employment have had vocational counseling and have a tentative career objective.
 - f. Student learner is enrolled in a special training class.
 - g. That the student should have an opportunity to participate in various experiences of the program.
 - h. Student should be placed in the same employment status as other part-time employees in matters of social security, insurance, and labor laws.
 - i. That you will visit and observe the student's performance and suggest methods of training and determine what related training should be given in the classroom.
 - j. That periodic ratings of the student based on the performance of the student will be made by the employer.

VII. Counseling and Interviewing Students

- A. Information from applications should be supplemented by information gathered from the school tests, etc. plus your personal knowledge and evaluation of the factors not included on the application or tests.
 1. Take into consideration:
 - a. Background of student
 - b. Past interests
 - c. Honesty, dependability and other personal characteristics
 - d. Other qualifications

- B. Make sure the students understand the difference between work experience and the cooperative training program.
- C. Avoid loading the course with job seekers - each student is expected to have an occupational objective.

VIII. Visit Parents

- A. Visits prior to acceptance is time well spent.
- B. Five reasons for teacher visits to parents or parent visits to the school.
 - 1. To understand the student.
 - 2. To utilize this understanding in developing the student's vocational program.
 - 3. To interpret the program to the parents.
 - 4. To enlist the aid of the parents in the program.
 - 5. To enable the teacher to know first hand the "grass roots" philosophy of the community.
- C. Have an evening meeting for parents of students in cooperative training program.
- D. Family influence will play an important part in the success or failure of a student in the program.

IX. Plan Course Curriculum

- A. Classroom instruction should be based upon and correlated with store employment experience.
 - 1. General classroom studies should include units on areas of the course that would apply to all or a large percent of the occupations in which the students are training or will likely be employed.
 - a. Use references, course notes, and other channels of information.
 - b. Community and student survey should be considered.
 - 2. Individual study should be based upon the occupational objectives of the student and the nature of the training stations.
- B. Course should be scheduled to fit in with other courses and activities in the school.

X. Collection of Instructional Material

A. Review instructional material needs and place requisitions.

1. Material must keep pace with the rapid advancement in the agriculture and business field.
2. Recommended references on areas presented in this course should be on the list.

B. Visual aids, pamphlets, training manuals, and display material may be secured from cooperating businesses and other businesses of the community. This material could be secured at the time you are establishing training stations.

XI. Set up Library and Filing System

A. A special library section should be provided for course reference material.

B. A supplementary reference of library books, magazines, and agriculture and business literature should be provided to keep them abreast of current practices.

C. A filing system conveniently located, should be provided for student job record sheets, etc.

D. Individual shelf compartments should be provided for student workbooks, manuals, etc.

XII. Arrange for Related Classroom Facilities

A. Provide available instructional equipment.

B. Create some degree of agriculture business and industry atmosphere in the classroom.

XIII. Assign Students to Training Stations

XIV. Develop a Calendar of Events

AGRICULTURAL OCCUPATIONS INSTITUTE

SUGGESTED UNITS OF STUDY

The members of the 1965 Agricultural Occupations Institute at Oklahoma State University developed the following units of study which they felt were necessary in the operation of a Vocational Agriculture Occupations Training Program in their high schools. These were presented by members of the Institute in seminar form during the six weeks' period. These units have been organized into a two-year program. These are guidelines for presentation of information to students containing suggested time allotments and manners of presentation; these units are not complete within themselves but are only the exploratory thinking of the individual members who presented them during the 1965 Institute. More refinement of instructional materials is anticipated in the 1966 Institute.

Also, it was determined by the Institute members that half of the class time should be spent in presenting information related to agricultural businesses of all types and that half of the time should be spent with the students working on individual assignments which relate only to the type of training they are receiving on the job. Suggestions for this latter type of study are included in this section.

FIRST YEAR COURSE OF STUDY

I. Orientation

- A. Background of Vocational Education**
- B. Importance of Agriculture**
- C. Forms Necessary for a Job Application**
- D. Labor Laws**
- E. Pre-Employment Training, Applying for a Job**
- F. Change Making**
- G. Learning Store Policies, Systems, and Limiting Regulations**
- H. Customer Relations**
- I. Course Content of the VAOT Program**
- J. The Youth Leadership Program**

II. The Seller's Personality and Human Relations

III. Arithmetic

...

- IV. Preventing Accidents and Handling Emergencies
- V. Knowing Your Agricultural Products and Services
- VI. Selling Agricultural Products and Services
- VII. Advertising
- VIII. Display
- IX. Agricultural Occupations

SECOND YEAR COURSE OF STUDY

(Review of Orientation)

- X. Channels of Distribution
 - XI. Purchasing Agriculture Products for Resale
 - XII. Transporting and Storing Agricultural Products
 - XIII. Pricing Agricultural Products and Services
 - XIV. Store Layout, Location, and Organization
 - XV. Store Ownership
 - XVI. Regulations of Business
 - XVII. Taxes and Their Impact on Business
 - XVIII. Accounting and Control
 - XIX. Improving Agricultural Businesses
- Applying for a Job in Agriculture (Review of this section in the Orientation Unit)

COURSE OF STUDY

I. ORIENTATION PROCEDURE FOR VOCATIONAL AGRICULTURE OCCUPATIONS TRAINING

SUGGESTED TIME ALLOTTED: Four to six weeks

REFERENCES: 1963 Vocational Act; Bulletins from State Department of Labor; Bulletin 101, "A Guide to Child-Labor Provisions of the Fair Labor Standards Act"; Wingate, Nolan, Fundamentals of Selling; Wingate & Weinert, Retail Merchandising.

SUGGESTED STUDENT ACTIVITIES: Completion of application for VAOT Program, applying for Social Security Card, applying for State Employment Certificate and Student Learner's Permit, Fair Labor Standards Act (if applicable), beginning record of job experience, self evaluation, using the student progress report designed for the VAOT student. Role playing: Greeting the customer, change making, applying for the job.

AUDIO-VISUAL AIDS: Films about social security benefits are available from your nearest Social Security Office; 16 mm film, "Personal Qualities for Job Success," OSU Film Library.

SUGGESTED TEACHING TECHNIQUES:

- I. Encouraging student participation in the completion of all forms necessary for the operation of the VAOT program.
- II. Role playing, as listed in suggested student activities.
- III. Lecture and Demonstration; since this material is gathered from a wide variety of sources, it will not be possible to suggest complete reading assignments. It will be necessary for the student to keep notes on lectures, demonstrations, visual aids, and role playing; testing will necessarily follow this.
- IV. Suggestions for Order of Presentation of Orientation Information.
 - A. Background of Vocational Education.
 1. Early Development.
 2. Federal Acts to aid states in developing a vocational education program:
 - a. Smith-Hughes Act, 1917.
 - b. George-Deen Act, 1936.

- c. George-Barden Act, 1946.
- d. The 1963 Vocational Act--Explain its implications regarding the addition of the VAOT program to the agriculture curriculum.

B. Importance of Agriculture.

C. Forms Necessary for Job.

- 1. Application for VAOT Program.
- 2. Application for Social Security Card.
- 3. Application for State Employment Certificate (Work Permit).
- 4. Application for Federal Learner's Permit (If applicable).
- 5. Completion of Memo of Training.
- 6. Completion of Job Record.
- 7. Self-evaluation on Progress Report used by employers of VAOT students.

D. Labor Laws.

- 1. Work permit required by state labor law for anyone under 18 years of age.
 - a. Secured through county superintendent of schools or person designated by him.
 - b. Age must be established by birth certificate, Bible record, church records, insurance policy two years old, or by proof by two doctors.
- 2. Social Security Administration.
- 3. Other payroll regulations: State and Federal Withholding.
- 4. Unemployment Compensation.
- 5. Workman's Compensation.
- 6. Child Labor Provisions of the Fair Labor Standards Act.

E. Pre-employment training, Applying for a job.

- 1. How to look for a job.
 - a. Friends and acquaintances.
 - b. Study help-wanted columns.
 - c. Use situation-wanted columns.
 - d. Watch for window signs.

- e. Employment agencies: public, school, private.
- f. Write letters to possible employers.
- g. Use recommendations of friends.
- h. Follow up previous contacts.

2. The letter of application.

- a. If possible, write to specific person not merely to a firm.
- b. Be sure to spell all names correctly, call by telephone if necessary to verify spelling of names.
- c. Be brief and original, come to the point quickly.
 - (1) Start your letter by stating exactly what position or type of position you are seeking.
 - (2) Don't go into detail about your ability or background. Enclose an outline of the details, or leave them for the interview which may follow later.
- d. Type the letter or write neatly. Never use pencil. Limit yourself to one typewritten page; fit what you have to say into short paragraphs.
- e. Use a good standard size paper.
 - (1) Write only on one side, avoiding erasures.
 - (2) Do not use letterhead stationery unless it is your own.
- f. Use correct spelling and punctuation.
- g. Have an effective closing paragraph.
 - (1) Be sure to state that you will be glad to appear for an interview at the employer's convenience.
 - (2) Use business-like close.

3. How to fill out an application blank.

- a. Write clearly and neatly on one blank.
- b. Do not write blindly. Think it through as you go along.
- c. Answer all questions.
- d. Use an additional sheet for further information.
- e. Study complete form before starting to fill out.

4. The interview.

- a. Have a folder, or job kit, with neatly typed or written information about yourself in outline form so that employer can look it over quickly.
- b. Give some thought as to how you are going to act and what you are going to say in those opening few minutes.

5. The approach.

- a. Avoid sign of nervousness.
- b. Courtesy and good manners are a must.

6. The conduct of the interview.

a. Have answer for the following:

- (1) What experience have you had?
- (2) What are your chief interests?
- (3) What kind of work do you want?
- (4) What schooling have you had?
- (5) What extracurricular activities did you engage in at school?
- (6) Do you have relatives working here?
- (7) Why do you want to work for us?
- (8) What is your goal for the future?
- (9) How many days during the past year have you been ill?
- (10) How much salary do you expect to earn?

7. What the interviewer wants to know.

- a. Did the applicant obtain as much education as was possible in view of his circumstances?
- b. Is he alert?
- c. Has he seemed to learn from experience or does he repeat the same mistakes?
- d. Is he attentive?
- e. Does he think clearly and express himself well?
- f. How open to suggestion is he?
- g. Is his memory good?
- h. Does he show common sense?
- i. What special interests has he?
- j. How well informed is he on the things going on around him?

8. The closing.

- a. Be alert for a clue that the interviewer is ready to close.
- b. Follow up the interview.

- (1) Follow up with a letter of appreciation.
- (2) The follow-up letter may express interest in the company, product, or kind of work involved. You may restate your strongest qualifications for the type of work involved emphasizing those in which the employer is most interested.
- (3) Letter of endorsement may be used.
- (4) You may resort to help from third parties, but be tactful.

9. Rules that should govern an interview.

- a. Wear business clothes. Avoid sport clothes, fancy clothes, and loud clothes.
- b. Be sure that your clothes are clean and well pressed.
- c. Be sure that you are well groomed with regard to your hair and fingernails.
- d. Be pleasant but dignified.
- e. Be composed. Do not be nervous or excited. Do not giggle or squirm in your chair.
- f. When you enter the employer's office, stand erect until he invites you to be seated. Do not lean against the wall, or on a chair, or on a desk.
- g. Be polite and courteous. Thank the employer when he invites you to be seated. Do not interrupt while he is talking. Thank him for the interview when you leave.
- h. Look him in the eye while you are talking, show an interest in what he says.
- i. Be ready to answer all questions about yourself, your family, your education, and your experience.
- j. Talk quietly, but earnestly.
- k. Avoid any semblance of an argument.
- l. Avoid contradicting the employer.
- m. Use correct English.
- n. Avoid slang.
- o. Refrain from smoking in the employer's office.
- p. Refrain from chewing gum in his office.
- q. Tell the truth about yourself, your education, and your experience.
- r. Be sincere. Do not try to flatter the employer.
- s. Ask for a reasonable salary.
- t. Speak well of his competitors.
- u. Be dignified. Do not try to be funny.

F. Change Making

1. Eliminate errors.

- a. By careful handling.
- b. By using correct procedures.
- c. By not using excessive speed.
- d. By close observation.
- e. By following employer's instructions.

2. Cash transactions.

- a. Cash-take transactions may be recorded either by means of a cash register or a sales check.
- b. Suggest a routine for making change and counting it back to the customer.
 - (1) Repeat the amount of sale.
 - (2) Call back the amount of money received.
 - (3) Place the bill on the register plate while making change.

- (4) Ring up the amount and check for accuracy.
 - (a) Be sure register keyboard is clear.
 - (b) Ring up but check for accuracy on indicator before hand.
 - (c) Build change to amount received.
 - (d) Place change on cash register plate.
 - (e) Put bill in cash drawer under the proper clamp.
 - (f) Close drawer.
 - (g) Wrap customer's purchase being sure to put the cash receipt in the bag.
 - (h) Count change back to customer.
 - (i) Hand purchase to the customer.
 - (j) Thank customer with a smile and in a pleasant tone of voice.

G. Learning Store Policies, Systems, and Limiting Regulations.

A business is no better than its employees. How good a business is depends on how well the employees carry out their responsibilities. Have students check their knowledge about the following business policies:

1. Rules for making out the sales check.

- a. Information on a sales check.
- b. Uses of the sales check.

- (1) Number of copies and their distribution.
- (2) How the sales check copy is used in billing.

2. Personnel policies.

- a. Methods of compensation.
- b. Opportunities for promotion.
- c. Training opportunities for employees of organization.
- d. Vacations, insurance, and other employee benefits.

3. Buying policies and responsibilities.

4. Selling policies and responsibilities.

5. Supervision.

6. Credit and collection policies.

7. Store maintenance responsibilities.

8. Delivery policies.

9. Product maintenance and repairs.

10. Receiving and checking of merchandise.

H. Customer Relations.

1. What makes customers return?

- a. Service.**
- b. Greeted with a smile.**
- c. Friendliness.**
- d. Showing interest in his problems.**
- e. Loyalty to the firm and other employees.**
- f. Product knowledge.**
- g. Standing back of the product.**
- h. Letting customers know that you don't have exact answers but will get the information and call.**
- i. Understanding of credit policies.**
- j. Telephone courtesy.**

I. Course Content of the VAOT Program.

1. State requirements for a part-time VAOT student.

- a. Must be 16 years of age.**
- b. Must be enrolled in his junior or senior year in school.**
- c. Must be regularly enrolled in school.**
- d. Must have the ability to profit from instruction.**
- e. Must be employed in a legitimate non-farm occupational training station that provides experience for advancement in agricultural business.**
- f. Must work an average of 10 hours a week at his chosen training station.**
- g. Will be required to study directly related and indirectly related subject matter.**

2. Indirectly Related Study Class. The objective of this class is to enlarge the vocational knowledge, understanding, morale, and judgment of students employed in non-farm agricultural training. The units listed in this publication should be studied.

3. Directly Related Study Class. During this class period students will study materials which directly relate to the training experiences of the position for which they are training. Examples of this type of training are:

- a. Filling out work reports.**
- b. Preparing merchandise manuals.**
- c. Preparing area of distribution manuals.**
- d. Completing assignment sheets of reference material for specific types of occupational experiences.**
- e. Conducting studies that are applicable to the particular area in which the student is employed.**

J. The Youth Leadership Program

No suggested method of training is given here. The depth of this activity will depend on whether the VAOT student is new in the area of vocational agriculture or whether he has had at least one year of training prior to his enrollment in this program.

ORIENTATION PROCEDURE - Appendix I

APPLICATION FOR EMPLOYMENT
Trainee Practice Form
Vocational Agriculture Occupations Training Program

PERSONAL INFORMATION

NAME _____
(Last) (First) (Middle)

ADDRESS _____ TELEPHONE _____
(Street) (City) (State)

Social Security Number _____ Date of Birth _____ Height _____ Weight _____

List physical handicaps if any _____

Have you ever been seriously injured on the job? _____ Explain _____

Did you receive compensation for the injury? _____

Have you ever been convicted in a court of law for any violation other than traffic? _____ If so, explain? _____

EDUCATIONAL BACKGROUND

Public School Name of School _____ City _____ State _____
Attended:

1-2-3-4-5-6 Jr. H.S. 7-8-9 Sr. H.S. 10-11-12
Circle number indicating highest grade completed in each.

Leadership Activities _____

SPECIAL SKILLS YOU POSSESS

List your fields of training _____

Machines you can operate _____

ORIENTATION PROCEDURE - Appendix I (continued)

OCCUPATIONAL EXPERIENCE
(Start with your last position and work back)

1. Exact Title of Position	Name and Address of Employer	Dates of Employment From: _____ To: _____
Reason for leaving _____		
2. Exact Title of Position	Name and Address of Employer	Dates of Employment From: _____ To: _____
Reason for leaving _____		
3. Exact Title of Position	Name and Address of Employer	Dates of Employment From: _____ To: _____
Reason for leaving _____		

REFERENCES

(Name)	(Title)	(Business)	(Address)
Employer's comment _____			

ORIENTATION PROCEDURE - Appendix II

PERSONAL DATA SHEET

John L. Jones
497 Clark Drive
El Reno, Oklahoma

PERSONAL INFORMATION

Age:
Height:
Weight:
Health:
Telephone:

JOB OBJECTIVE

EDUCATION

High School:
Major:
Technical Skill:
Leadership Activities:

OCCUPATIONAL EXPERIENCE

REFERENCES

COURSE OF STUDY

II. THE SELLER'S PERSONALITY AND HUMAN RELATIONS

SUGGESTED TIME ALLOTTED: 5 to 8 hours

REFERENCES: Wingate, Nolan, Fundamentals of Selling, pp. 185 and 214;
Haas and Perry, Sales Horizons;
Wilson and Eyster, Consumer Economic Problems.

SUGGESTED STUDENT ACTIVITIES: Modeling clothing to illustrate the correct and incorrect dress for the student on the job.
A self-evaluation of physical and mental traits necessary for job success.
Record students' voices on tape recorder.

AUDIO-VISUAL AIDS: 16 mm Film on Courtesy, "By Jupiter," Available through State D.E. Department, Oklahoma;
Various 16 mm film available through Modern Talking Pictures on Grooming;
Grooming Charts available through Bristol-Myers Co.

SUGGESTED TEACHING TECHNIQUES:

- I. Assign outside reading assignments from the references listed above; follow this with class discussion.
- II. The extent of coverage of this unit will depend on the needs of the students in your class. Some need much time spent on grooming (developing of physical qualities of the personality). Others need time spent on social qualities (manners, etc.). Thorough knowledge of your students will determine your approach.
- III. Suggestions for information to be presented in this unit:
 - A. Areas covered in Physical Characteristics:
 1. Definition of Personality.
 2. Discussion - Can personality be developed?
 3. Points to consider concerning the student's physical characteristics:
 - a. First impressions.
 - b. Health and physical condition:
 - (1) Eating.
 - (2) Exercise.
 - (3) Sleep.
 - (4) Medical and dental care.
 - c. Posture.

- d. Cleanliness and good grooming.
- e. Clothes.
- f. Voice.
- g. Mannerisms.

B. Areas Covered in Mental Characteristics:

1. What are the mental qualities of a sales personality?

- | | | |
|------------------|-----------------|------------------|
| a. Enthusiasm. | i. Memory. | q. Ambition. |
| b. Sincerity. | j. Application. | r. Adaptability. |
| c. Tact. | k. Honesty. | s. Observation. |
| d. Courtesy. | l. Loyalty. | |
| e. Cheerfulness. | m. Confidence. | |
| f. Friendliness. | n. Imagination. | |
| g. Initiative. | o. Showmanship. | |
| h. Persistence. | p. Courage. | |

C. Human relations are an important aspect of any business. It involves:

- 1. Relations between the employee and the customer.
- 2. Relations between the employee and his supervisor.
- 3. Relations between two or more employees.

COURSE OF STUDY

III. ARITHMETIC

SUGGESTED TIME ALLOTTED: 5 hours

REFERENCES: Wingate, Nolan, Fundamentals of Selling; Arithmetic in Agriculture.

SUGGESTED STUDENT ACTIVITIES: Students should complete the diagnostic test given at the end of this unit. The lack of arithmetical ability indicated by the results of the test will determine how much time should be spent in this unit. Both references contain remedial work that can be completed individually.

AUDIO-VISUAL AIDS: Chalk board only.

SUGGESTED TEACHING TECHNIQUES:

- I. The teaching objective in this unit is to develop accuracy in arithmetic and to develop the student's ability to use and have a correct understanding of terms that will be needed in calculating arithmetic problems.
- II. Recommended methods of teaching include: tests, lecture, demonstration, and individual work.
- III. Suggestions for information to be presented in this unit:

A. What is arithmetic or mathematics?

It is a tool which you may use to find an answer to a problem.

B. Sales terms and how arithmetic is applied.

1. Handling transaction in discount.

- a. Trade discount--Is the wholesale's retail price.
- b. Quantity discount--A reduced price for buying in large amounts.
- c. Cash discount--A reduced price for paying bill promptly.

2. Calculating sales tax.

This is a charge you make above the price of the purchase. In Oklahoma it is 2%.

3. Calculating earnings.

- a. Weekly or monthly wages.

b. Commission--Certain per cent of sales.

Gross sales-----	\$42,000.
Returns-----	<u>1,000.</u>
Net Sales-----	41,000.
Rate of Commission 5%-----	<u>.05</u>
Commission earned-----	2,050.
Drawings paid (\$50. X 26 weeks)-----	<u>1,000.</u>
Balance due-----	\$ 750.

c. Commission on quota--Usually draws a salary plus a small commission on sales above a certain quota.

4. Selling cost--This is a ratio or percentage between salesman's earnings and the amount he sells.

$$\frac{\text{Total salaries}}{\text{Total sales}} = \text{Selling cost (usually about 5\%)}$$

Example: Salary \$50 per week and selling cost is 5%.

$$5\% = \$50.$$

$$1\% = 10.$$

Therefore 100% of his sales $\$10 \times 100 = \$1,000$.
he must sell to earn his salary.

5. Comparisons--Most comparisons in business are based on sales.

a. Percentage of sales.

$$\frac{\text{Expenses}}{\text{Sales}} = \% \text{ of sales or } \frac{\$15,000 \text{ Exp.}}{\$50,000 \text{ Sales}} = 30\% \text{ of sales}$$

b. Stockturn.

$$\frac{\text{Sales}}{\text{Average stock}} = \text{Stockturn}$$

Example: A service station may keep on hand an average of 1,000 gallons of gasoline and yet sell 100,000 gallons during the year.

$$\frac{100,000}{1,000} = 100 \text{ gallon stockturn}$$

c. Average sale.

$$\frac{\text{Total dollars sales}}{\text{Number of transactions}} = \text{average sales}$$

6. Pricing goods and services:

- a. Markup--is the difference between the cost of an article and the price at which it is sold.

Note: Markups are based on two considerations:

- (1) The average percent he needs to make a profit.
- (2) What he believes customer will pay in view of their purchasing power and prices charged by competitors.

- b. Markup percentage:

$$\frac{\text{Dollar markup}}{\text{Retail price}} = \text{Markup percentage}$$

ARITHMETIC - Appendix I

STORE ARITHMETIC

Diagnostic Test

(To be given when entering study of this unit. Allow 20 minutes for test.)

I. Accuracy:

1. Add: 2. Add: 3. Subtract: 4. Subtract: 5. Subtract:

$$\begin{array}{r} 7 \\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 759 \\ 668 \\ \hline \end{array}$$

$$\begin{array}{r} 1438 \\ 962 \\ \hline \end{array}$$

6. Multiply: 7. Multiply: 8. Divide: 9. Subtract: 10. Divide:

$$\begin{array}{r} 579 \\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} \$6794 \\ .43 \\ \hline \end{array}$$

$$37 \overline{)11433}$$

$$\begin{array}{r} \$.94 \\ .76 \\ \hline \end{array}$$

$$86 \overline{)39345}$$

11. Add: 12. Add: 13. Add: 14. Add: 15. Add:

$$\begin{array}{r} 4 \\ 3 \\ 9 \\ 8 \\ 3 \\ 2 \\ 7 \\ 6 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \$.48 \\ .96 \\ .23 \\ .37 \\ .15 \\ .89 \\ .64 \\ .59 \\ \hline \end{array}$$

$$\begin{array}{r} \$7.94 \\ 3.68 \\ 5.49 \\ 6.27 \\ \hline \end{array}$$

$$\begin{array}{r} 9124 \\ 3758 \\ 6875 \\ 4392 \\ \hline \end{array}$$

$$\begin{array}{r} 3/8 \\ 3/4 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \text{ Add:} \\ 1/6 \\ 2 \ 3/8 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \text{ Subtract:} \\ 2/3 \\ 1/4 \\ \hline \end{array}$$

II. Units of measurement:

1. How many quarts are there in 3 $3/4$ gallons? ans. _____ qts.
2. How many ounces in 1 $1/4$ pounds? ans. _____ oz.
3. How many feet in 1 $5/6$ yards? ans. _____ ft.
4. How many dozen in 144? ans. _____ doz.
5. How many inches in 2 $1/2$ feet? ans. _____ in.
6. How many pints in 3 $1/2$ quarts? ans. _____ pts.
7. How many inches in $3/4$ yards? ans. _____ in.

III. Insight:

Look at each row of numbers below, and on the two lines following write the two numbers that should come next, as in the samples.

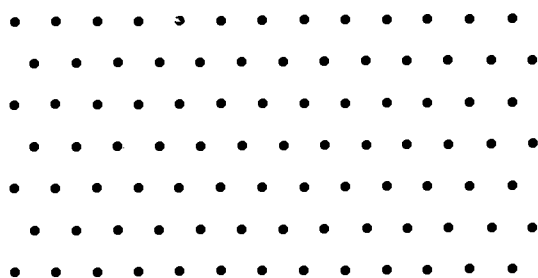
Samples: 2, 4, 6, 8, 10, 12, 14,
1, 7, 2, 7, 3, 7, 4, 7,

1. 99, 77, 88, 66, 77, 55, __, __
2. 1, 5, 4, 8, 7, 11, __, __
3. 2, 8, 14, 20, 26, 32, __, __
4. 1, 2, 4, 5, 7 8, __, __
5. 20, 32, 44, 56, 68, 80, __, __

IV. General problems

1. If you put \$1.50 in your savings account each week for 14 weeks, how much will you save? Ans. _____
2. Your store makes a profit of 2 1/2 ¢ on each bottle of a certain kind of shoe polish. How many bottles must you sell to make \$12 for the store? Ans. _____ bottles
3. How many pencils, selling for 2 for 5¢, will you give a customer for 25¢? Ans. _____ pencils
4. If ribbon sells at 1/4 yard for 5¢, how many inches will the customer receive for 30¢? Ans. _____ inches
5. If one salesgirl makes a sale every two minutes, on the average, and another salesgirl makes a sale every 2 1/2 minutes, how many sales will the two girls make in a half hour? Ans. _____ sales
6. What change will a customer receive from a 50-cent piece after buying the following articles: 1 notebook cover, 10¢; 1 package of paper, 10¢; 6 scratch pads at 4 for 5¢; 1 eraser, 5¢? Ans. _____ ¢
7. If oranges sell at 10 for 25¢, how much will two dozen cost? _____ ¢
8. A farmer's wife sold 10 dozen eggs at 35¢ a dozen. With the money she received, she bought four and a half yards of dress goods and had 35¢ left. How much was the dress goods per yard? Ans. _____ ¢
9. If 2/3 of the 144 screws purchased for the construction of 8 desks are 1 1/4" screws, and the rest 3/4", and only 6 desks were actually made, how many 3/4" screws were used? Ans. _____ screws
10. At 12 feet for 5¢, how many yards of crepe paper can be bought for 25¢? Ans. _____ yards

11. The dots in the figure below are regularly spaced. How many of them are there? (Do not count every dot.) Ans. _____ dots



(7 rows of 13 each)

COURSE OF STUDY

IV. PREVENTING ACCIDENTS AND HANDLING EMERGENCIES

SUGGESTED TIME ALLOTTED: 10 Hours

REFERENCES: "Who is Liable for Pupil Injuries," NEA Research Division, Published by National Commission on Safety;
Strasser-Aaron, Bohn-Eales, Fundamentals of Safety Education (Macmillan);
Heinrich, Industrial Accident Prevention (McGraw-Hill).

SUGGESTED STUDENT ACTIVITIES: Secure a definite understanding of safety regulations for his particular training station.

AUDIO-VISUAL AIDS: Numerous films on safety are available through Modern Talking Pictures, Oklahoma State University, and the University of Oklahoma. Others have been made available through industry. Contact training supervisors regarding this.

SUGGESTED TEACHING TECHNIQUES:

- I. Through the use of lecture, posters, 16 mm film, and demonstration, it is your responsibility to prepare students to assume responsibility for safety and accident prevention.
- II. Motivate students by pointing out that accident prevention is a major responsibility of management. Nearly all work involves some degree of hazard. Efforts must be made to safeguard the lives of all through proper attention to safety matters by everyone.
- III. Each boy who participates in this program must assume the responsibility of a training station and all the safety precautions included plus the responsibility for his conduct and safety from the time he leaves school for the job.
- IV. Suggestions for information to be presented in this unit:
 - A. Accident: Unplanned act or event resulting in injury or death to persons or damage to property.
 - B. Leading causes of death among persons of all ages:

(per 100,000)

Cause	Total	Male	Female
Heart disease	939	1,084	797
Cancer	363	432	296

Cause	Total	Male	Female
Vascular lesions	147	160	135
Accidents	52	73	32
Motor vehicle	21	32	11
Pneumonia	32	37	27
Arteriosclerosis	20	19	20
Diabetes	16	13	19

C. Occupation accident toll estimated at 14,000 deaths and 2,000,000 injuries annually: 2% unpreventable, 50% are practically preventable, 48% are of preventable type.

D. Causes of Occupational Accidents.

1. Unsafe acts of persons --- Causes 85% of accidents.

- a. Improper attitude ---- willful disregard, reckless, lazy, disloyal, uncooperative, fearful, oversensitive, egotistical, jealous, impatient, absent minded, excitable, obsession, phobia, inconsiderate, intolerant, mentally unsuited in general.
- b. Lack of knowledge --- insufficiently informed, misunderstood, not convinced of need, or skill indecision.
- c. Physically unsuited -- hearing, sight, age, sex, height, ill, allergic, slow reaction, crippled, intoxication.

2. Unsafe environment -- Causes 15% of accidents.

- a. Improper mechanical -- space, light, heat, arrangement, ventilation, materials, tools, equipment, or physical arrangement procedures, company policy, routing, etc. make it awkward, difficult, inconvenient, embarrassing or impossible to follow safe practice rules.

3. Examples of unsafe acts of persons.

- a. Operating without clearance, failure to secure or warn.
- b. Operating or working at unsafe speed.
- c. Making safety devices inoperative.
- d. Using unsafe equipment, or equipment unsafely.
- e. Unsafe loading, placing, mixing, combining, etc.

- f. Taking unsafe position or posture.
 - g. Working or moving of dangerous equipment.
 - h. Distracting, teasing, abusing, startling, etc.
 - i. Failure to use safe clothing or personal protective devices.
4. Examples of unsafe mechanical or physical conditions.
- a. Inadequately guarded, guards of improper height, strength, etc.
 - b. Unguarded, absence of required guards.
 - c. Defective, rough, sharp, slippery, decayed, cracked, etc.
 - d. Unsafely designed machines, tools, etc.
 - e. Unsafely arranged, poor housekeeping, congestion, blocked exits.
 - f. Inadequately lighted, sources of glare, etc.
 - g. Inadequately ventilated, impure air source, etc.
 - h. Unsafely clothed, no goggles, gloves, or masks; wearing wrong shoes, etc.
 - i. Unsafe processes, mechanical, chemical, electrical, etc.

Note: The remainder of this unit contains information for teachers--not recommended as a part of the teaching unit.

E. Teacher Role in Safety.

- 1. Most school districts and state governments are still immune from school law suits.
- 2. Any teacher, however, may be sued as the result of an accident.
- 3. The law requires that persons bringing suit against a teacher must show that the teacher failed to take the action a prudent teacher would have taken to avoid the accident.
- 4. A teacher is liable when:
 - a. An act or omission occurs causing harm which the person did not intend, but which should have been foreseen and prevented;
 - b. An act occurs which in itself is contrary to law or an omission of a specific legal duty, which causes harm not originally intended;

- c. An act occurs which is intended to cause harm and is successful.
5. Negligence: Failure to act as a reasonable person guided by ordinary conditions, or doing something which a prudent and reasonable man would not do.

PREVENTING ACCIDENTS - Appendix I

HAZARDOUS JOBS

- 1. Handling explosives (storage, manufacturing).**
- 2. Driver or helper on motor vehicle.**
- 3. Coal mining.**
- 4. Logging.**
- 5. Power driven woodworking equipment.**
- 6. Radioactive occupations.**
- 7. Elevators and power driven hoists.**
- 8. Power driven metal forming, punching and shearing equipment.**
- 9. Mining other than coal.**
- 10. Slaughter and meat-packing plants.**
- 11. Power driven bakery machines.**
- 12. Power driven paper-products machines.**
- 13. Manufacture of brick, tile, and kindred products.**
- 14. Occupations involved in the operation of circular saws, band saws, and guillotine shears.**
- 15. Occupations involved in wrecking, demolition, and shipbreaking operations.**
- 16. Occupations involved in roofing operations.**
- 17. Excavation operations.**

PREVENTING ACCIDENTS - Appendix II

Shop accidents can be prevented and the chance of being sued for negligence can be avoided if the vocational education teacher does the following:

- 1. Reports knowledge of hazardous conditions and defects relating to the shop, the machinery and equipment, in writing to the proper school authorities;**
- 2. Regularly inspects machinery, equipment and environmental factors for safety;**
- 3. Posts in his shop conspicuous notices of regulations, possible hazards, safeguards and precautions;**
- 4. Makes certain that appropriate safety devices and guards are available and used by the students;**
- 5. Makes sure students know and understand pertinent safe practices relating to the activities in which they are engaged;**
- 6. Requires students to wear appropriate personal protective equipment such as goggles, aprons, helmets and gloves, during hazardous activities;**
- 7. Adequately instruct and demonstrate the use of power tools or other hazardous equipment before initially permitting such use by a pupil, permits initial use only under direct supervision of the teacher;**
- 8. Shuts off power tools of shop if he must leave;**
- 9. Exercises continuous supervision to see that shop safety practices are observed.**

COURSE OF STUDY

V. KNOWING YOUR AGRICULTURAL PRODUCTS AND SERVICES

SUGGESTED TIME ALLOTTED: Ten hours

REFERENCES:

Wingate, Gillespie, and Addison, Know Your Merchandise

Packer and Hitchcock, Merchandise Information for Successful Selling;

Agricultural Bulletins such as: E-463, "Marketing Fruits and Vegetables"; E-435, "Cotton Marketing"; L-67, "Handling and Merchandising Produce in a Retail Food Store"; L-17, "Marketing Grade A Milk"; L-7, "Mrs. Consumer, Buy Graded Eggs"; L-63, "Handling and Merchandising Eggs in Your Store"; B-497, "Consumer Preferences for Dairy Products and Services in Small City Markets."

SUGGESTED STUDENT ACTIVITIES: Keep a workbook of information on agricultural products sold in the store in which the student is employed. Select topic for merchandise manual at this point and begin collecting information for the completion of this project.

AUDIO-VISUAL AIDS:

Numerous films, 16 mm and 35 mm slides, are available on a wide variety of agricultural products through USDA. Others are available through Modern Talking Pictures and OSU film library.

SUGGESTED TEACHING TECHNIQUES:

- I. The objective of this teaching unit is to develop an understanding of standards and grades for marketing agricultural products and services.
- II. Suggestions for order of presentation of information.
 - A. Grades.
 1. The complex system of marketing agricultural products requires that both the businessman and consumer know the Quality (Grade) of a certain product.
 2. USDA has set requirements for particular grades of many agricultural products.
 - a. Beef and veal.
 - b. Dairy products.
 - c. Poultry and eggs.
 - d. Pork.

- e. Lamb and mutton.
- h. Grain.
- f. Fruit and vegetables.
- i. Wool.
- g. Cotton.
- j. Lumber.

B. Standards set for other agricultural items.

1. Regulations for registered and certified seed.
 - a. Usually a state controlled service through the Agriculture Commission.
 - b. The experiment stations are important in this service.
2. Regulations on fertilizer analysis and feed analysis.
 - a. State laboratory spot tests manufactured items.
 - b. Guarantee on issued tags must be met.
3. Regulations on agricultural chemicals.
 - a. USDA and Pure Food and Drug Act regulates this industry.
 - b. Insecticides.
 - c. Herbicides.

C. A good sales person must know his product or service.

1. Requires a great deal of research and reading.
 - a. How is it made or done?
 - b. What are the raw materials?
 - c. How is it used?
 - d. What is the guarantee?
 - e. What safety precautions are necessary?
2. Most products must be weighed or measured when bought and sold.
 - a. Solid items weighed on scales in ounces, pounds or tons.
 - b. Liquid measure in pints, quarts and gallons.
 - c. Cubic measure.
 - d. Square.

e. Numerical

- 3. How are consumers protected against weighing and measuring instruments which are inaccurate?**
- 4. How good is a warranty?**
- 5. When was the last time you felt that you had been cheated on the quality or the correct amount?**

COURSE OF STUDY

VI. SELLING AGRICULTURAL PRODUCTS AND SERVICES

SUGGESTED TIME ALLOTTED: 15 hours

REFERENCES:

Wingate, Nolan, Fundamentals of Selling, pp. 227-300;
Haas, Perry, Sales Horizons, pp. 167-178;
Richert, Meyer & Haines, Retailing Principles and Practices, pp. 167-199.

SUGGESTED STUDENT ACTIVITIES: Read assigned textbook material; observe selling techniques in local stores; role playing; present sales demonstration to class, using merchandise from business in which employed.

AUDIO-VISUAL AIDS:

The Dartnell Corporation, 4660 Ravenswood Ave., Chicago, Illinois, has a series of six 16 mm training films on salesmanship. These may either be rented or purchased. Three of these "Selling Quality," "Overcoming Objections," and "Closing the Sale," are available through the Oklahoma State Office of Distributive Education, 6th and Walnut Streets, Stillwater, Oklahoma. Two other training films may be obtained through the OU film library: "Face in the Mirror," and "All I Can Do."

SUGGESTED TEACHING TECHNIQUES:

- I. Begin this unit by pointing out the opportunities provided in salesmanship, self-expression, to be of service, to develop personal friendships, and to develop skill in human relations.
- II. Students should be made aware of the different types of selling situations. Many are limited in their knowledge to the house-to-house type of selling in which most are not interested.
- III. Suggestions for information to be presented in this unit:
 - A. What are the basic steps of a retail sale?
 1. Approach.
 2. Finding the customer's needs and desires.
 3. Helping customers examine the goods.
 4. Answering customer's questions and objections.
 5. Completing the sale.

6. Suggesting additional merchandise.

B. How is selling a science and an art?

1. Science—Must be a psychologist and have a knowledge of human nature.
2. Art—Must be able to apply the technique of sales skills and situations.

C. What is a good practical definition of retail selling? Helping customers make satisfactory purchases.

Finding your customer's needs and desires

D. What are the three distinct groups of customers?

1. Customers who know exactly what they want and desire
(New tire, same brand).
2. Customers who know their needs, but not desires
(Change tire brands).
3. Customers unaware of needs and desires
(Badly worn tires-unaware of danger).

E. In what ways can a salesperson size up customers?

1. Develop the habit of listening with your eyes as well as with your ears.
2. Observe customer's reactions.
3. Study customer's habits.
 - a. Way she wears her hair.
 - b. Color and style of clothing.
 - c. Customer's mannerisms.
 - d. Speed of speech, tone of voice.

Helping customers examine the goods

F. Since merchandise cannot speak for itself, what two basic ways do we have of telling people about our product?

1. Personal selling.
2. Impersonal media--newspaper, radio, TV, window displays.

G. Why do most customers need salespersons?

1. Instruct them as to what merchandise is available.
2. Point out the advantages and disadvantages of products and brands.
3. Sound advice about the suitability of merchandise for their purpose.

H. Customers receive ideas from their senses in what proportion?

- | | | |
|------------|-----|--|
| 1. Sight | 87% | |
| 2. Hearing | 7% | (The more senses you can appeal to, the stronger your impression on the customer will be.) |
| 3. Touch | 3% | |
| 4. Smell | 2% | |
| 5. Taste | 1% | |

I. Why is it necessary for a salesperson to show the right merchandise in the right amount?

1. Wins confidence of customer and keeps him in a good frame of mind.
2. Indication to customer you know what is in stock and where it is.
3. You can complete more sales.
4. Because you are familiar with the stock, you can show them more merchandise.

J. What are the five guides used by expert salespersons in determining what to show first?

1. What the customer asks for in style, color, price, etc.
2. Customer expresses no definite desire; show something you think he will like after you have mentally sized his desire.
3. If no clues as to price, usually show him the medium price line first.
4. Shows no preference, show articles that are being advertised or have some unusual value.
5. Show goods in the department, after that, goods from the reserve stock.

K. How much merchandise would a salesperson show?

1. Enough to allow customer sufficient choice.

2. A broad selection. You will cheerfully show him all he needs to see.
 3. Avoid unnecessary steps in getting more goods from stock (familiarity with stock should avoid this).
- L. How should your goods be displayed to the customer?
1. In an interesting, attractive manner; makes shopping easier and fun.
 2. In a manner which shows the goods to best advantage.
- M. How should merchandise be handled?
1. In a way that you convey your feelings toward the merchandise, show that you admire and respect it.
 2. Carefully and in a responsible manner.
- N. Why should articles be isolated when shown to customers?
1. Merchandise stands out, and commands attention (folding a neck-tie and laying it on a shirt).
 2. It attracts customer attention to a particular item.
- O. Why should you get your customers to participate in the sales?
1. Because they remember: 90% of what they do; 50% of what they see; and 10% of what they hear.
 2. Involvement often results in acceptance.
- P. Why should you make full use of your hands? (Keep them active and attractive.)
1. Direct customer's attention to merchandise.
 2. Point out product's outstanding features.
 3. Gives action and movement to the merchandise.
 4. Helps to express your ideas about the product.
- Q. How can salespersons refer to consumer values in selling?
1. Serviceability and economy.
 2. Appearance and prestige.
 3. Comfort, safety, fashion and security.

R. How should customers' questions be answered?

- 1. Honestly and pleasantly.**
- 2. Welcome customers' questions and express your appreciation for them. Example--"Thank you for calling that to my attention."**

Note: The complete procedure for teaching this unit is not given in this outline. References listed give detailed information.

COURSE OF STUDY

VII. ADVERTISING

SUGGESTED TIME ALLOTTED: 10 hours

REFERENCES: Wingate, Nolan, Fundamentals of Selling;
Richert, Myer & Haines, Retailing Principles and Practices.

SUGGESTED STUDENT ACTIVITIES: Bring advertisements to class representing various principles of advertising;
Write headlines, sub-headings, and copy for ads;
Do ad layouts;
Field trips to advertising departments of various businesses and to small-town newspapers.

AUDIO-VISUAL AIDS: Use opaque projector to show various types of printed advertising to illustrate basic principles of advertising.

SUGGESTED TEACHING TECHNIQUES:

- I. The purpose of this unit is to acquaint students with the importance of advertising in the area of distribution. This can be done by presenting information about the various types of advertising media and methods used to attract attention through advertising.
- II. Suggestions for information to be presented in this unit:
 - A. Types of advertising.
 1. Word of mouth.
 2. Signs and symbols.
 3. Printed advertising.
 4. Radio and television.
 - B. Advertising represents the second or third largest expenditure for the retail merchant, usually second only to payroll. Advertising dollars usually are spent in the following proportions:

1. Newspapers	30%	5. Outdoor	2%
2. Magazines	8%	6. Miscellaneous	39%
3. Direct mail	16%		
4. Business papers	5%		

C. Classification of Advertising.

- 1. Institutional - Attempts to sell the store rather than a specific product; stresses that the place is a good place to trade; boosts civic projects; stresses quality.**
- 2. Promotional - Selling a specific product.**

D. Aims of Advertising.

- 1. To attract attention (appeal to senses, vivid colors, decorations, unusual lettering, clever spacing, strong headlines).**
- 2. To develop interest.**
- 3. To create desire (by appealing to emotions: hunger, curiosity, imitation, ambition, companionship, comfort, pride, pleasure).**

COURSE OF STUDY

VIII. DISPLAY

SUGGESTED TIME ALLOTTED: 5 to 6 hours

REFERENCES:

Richert, Meyer & Haines, Retailing Principles and Practices (McGraw-Hill);
Wingate, Weiner, Retail Merchandising (Southwestern);
Wingate, Nolan, Fundamentals of Selling (Southwestern);
Tonne, Simon & McGill, Business Principles, Organization, and Management.

SUGGESTED STUDENT ACTIVITIES: FFA display for National FFA Week.
Make a sketch for a suggested FFA display.
Sketch a display of merchandise in agri-business.
Evaluate a display, discussing principles followed or violated.
Describe a recent experience in which visual merchandising influenced you.

AUDIO-VISUAL AIDS:

Opaque projector to illustrate principles of display; slide projector--show slides of FFA exhibits (can be obtained through Oklahoma State Department); 16 mm film, "Agriculture's Showcase Abroad," available through USDA.

SUGGESTED TEACHING TECHNIQUES:

- I. This teaching unit needs to be connected with the one on advertising to illustrate that these two distribution areas comprise one total field in the marketing process--sales promotion.
- II. For students who show talent in this area, career opportunities in sales promotion are almost unlimited.
- III. Suggestions for information to be presented in this unit:
 - A. There are two major types of displays.
 1. Promotional displays--Their purpose is to achieve a sale as soon as possible.
 2. Institutional displays--Their purpose is to build customer good will--and, in turn, to increase sales in the future.
 - B. Good displays help the store to increase sales volume in five ways:
 1. Displays capitalize on other forms of advertising.

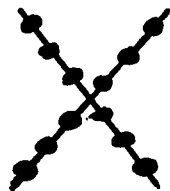
2. Displays attract new users.
 3. Displays remind old users to buy.
 4. Displays enable the store to meet competition almost immediately.
 5. Displays help reduce inventories by increasing sales.
- C. There are six general types of displays.
1. Open-type store front display--This is a front that is almost all glass and that has no backdrop, so that customers on the street can see the store interior.
 2. Open display--Merchandise is put out where the customer can examine it.
 3. Closed display--High value and easily broken items are usually sold from this display.
 4. Built up displays--Here merchandise is put in a decorative setting and on platforms or built up steps to give added attractiveness to the articles.
 5. Shadow boxes--They are relatively small display areas resembling a shallow box that is open on one side.
 6. Ledge displays--Displays on ledges, on store walls, or partitions are often used for the showing of merchandise.
- D. There are three underlying principles of design that should be considered in constructing a display.
1. Dominance--The emphasizing and directing attention to a particular item or idea. The focal point at which all the rest of the display should relate. Ways to achieve dominance:
 - a. Make units of display larger, stronger, or brighter.
 - b. One kind of line, shape, color, or texture should predominate.
 2. Balance--The element that gives the impression that both sides of the display are equally important.
 - a. Formal--Easiest one to achieve. Centering on opposite sides of the center one or more identical or similar elements.
 - b. Informal--The placing of one element on one side and a contrasting or dissimilar element on the other side.
 3. Proportion--Element of the right size compared to others. Golden rule of proportion: 1 to 1 5/8.

E. Factors used to create good design:

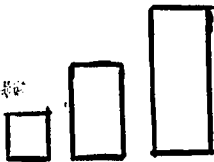
1. Repetition--Repeating of identical or similar shapes, lines, sizes or colors.
2. Rhythm--Form of repetition in which similar or identical shapes, lines, sizes, or colors are repeated at intervals.
3. Harmony--Combining in a pleasing arrangement of shapes, lines, or colors that are similar in one or more respects.
4. Contrast--The emphasizing of difference rather than likeness.
5. Gradation--Refers to gradual change in units of a design.
6. Interference--Placing merchandise or props in position so that one over-laps or interferes with the next.

F. Arrangements used in grouping merchandise:

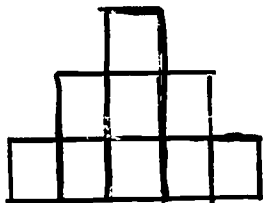
1. Radiation --



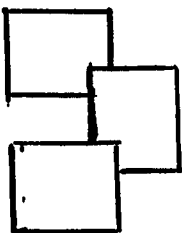
2. Stair Step --



3. Pyramid --



4. Zig Zag --



5. Repetition --



COURSE OF STUDY

IX. AGRICULTURAL OCCUPATIONS

SUGGESTED TIME ALLOTTED: 5 hours

REFERENCES: Agricultural Career Material available from the Office of the Dean of the College of Agriculture, Oklahoma State University

SUGGESTED STUDENT ACTIVITIES: Select one career in the field of agriculture and prepare either an oral report for the class or a written report (depending on time allotted)

AUDIO-VISUAL AIDS: 16 mm film, "A Step Ahead," New Holland Machine Corporation

SUGGESTED TEACHING TECHNIQUES:

- I. Pass out scholarship and agricultural occupations career information available for the use of each student.
- II. Stress the importance of agriculture to the national economy and the changing picture.
 - A. Now agriculture is a \$30 billion-dollar business; by 2000 will be \$79 billion.
 - B. 1964 census shows 190 million population in America with 68 million work force and 6.9% of the population working on the farm.
 - C. Projected population by 1970 - 210 million; by 2000 - 330 million.
 - D. World wide population gaining at the rate of $2\frac{1}{2}\%$ annually; food production gaining at the rate of $1\frac{1}{2}\%$ annually.
 - E. There will be 35 million new jobs by 1975; every week 4,000 new businesses open up. By 1970 there will be a 70% increase in college enrollment.
- III. This should be an exploratory unit for the student interested in a career in agriculture. Much of the time allowed for the unit will be used by students in reports or research. Major areas that should be presented before turning the students loose on individual research should be:
 - A. Opportunities available immediately following high school graduation for the student with an agricultural background.
 - B. Post high school opportunities: area vocational schools, trade schools, junior college programs.
 - C. Opportunities are available for the college graduate with a degree in some area of agriculture.

COURSE OF STUDY

X. CHANNELS OF DISTRIBUTION

SUGGESTED TIME ALLOTTED: 2 Hours

REFERENCES: Richert, Meyer & Haines, Retailing Principles and Practices (McGraw-Hill);
Tonne, Simon & McGill, Business Principles; Organization and Management (McGraw-Hill);
Wilson, Eyster, Consumer Economic Problems.

SUGGESTED STUDENT ACTIVITIES: Trace various products sold in the business in which they are employed from producer to ultimate consumer.

AUDIO-VISUAL AIDS: Use overhead projector transparencies to show flow of product from producer to final consumer.
16 mm film, "Wheat, Its Growth, Transportation, and Marketing," USDA.

SUGGESTED TEACHING TECHNIQUES:

- I. Introduce unit by defining the following terms, essential to the student's understanding:
 - A. Channels of Distribution--The path that an item takes on its way from the producer to the consumer.
 - B. Middleman--Any person who assists in getting the goods from the producer to the consumer.
 - C. Wholesale Middleman--Assists in distributing goods from the producer to the retailer.
 - D. Wholesale Merchant--A wholesaler who sells primarily to retailers.
 - E. Commission Agents and Brokers--Individuals who assist in the sale of goods.
- II. Make a reading assignment from one of the references listed above. Conduct class discussion after completion of reading assignment.
- III. Point out and elaborate on the functions of marketing, which are:
 - A. Assembling.
 - B. Storing.
 - C. Grading and standardizing.
 - D. Advertising and selling.
 - E. Merchandising.
 - F. Transporting and communicating.
 - G. Financing.
 - H. Risk bearing.

COURSE OF STUDY

XI. PURCHASING AGRICULTURE PRODUCTS FOR RESALE

SUGGESTED TIME ALLOTTED: 5 Hours

REFERENCES: Shilt, Wilson, Business Principles and Management (Southwestern);
Richert, Meyer & Haines, Retailing Principles and Practices (McGraw-Hill).

SUGGESTED STUDENT ACTIVITIES: Text assignments, oral and written reports, observation of methods in businesses, complete practice forms on purchase orders, requisitions, etc.

AUDIO-VISUAL AIDS: 16 mm Film, "The Law of Supply and Demand," OU Film Library

SUGGESTED TEACHING TECHNIQUES:

- I. The principal objective of this unit is to develop an understanding of the problems and methods of purchasing agriculture products for resale.
- II. The suggested methods of accomplishing this objective are through lecture, discussion, visual aids, and observation.
- III. Suggestions for information to be presented in this unit:
 - A. Purchasing Problems
 1. What to purchase?
 - a. Quality.
 - b. Price.
 - c. Brand name.
 - d. Demand.
 - e. Related items.
 - f. Package size.
 2. When to purchase?
 - a. Want slips.
 - b. Records of past purchases and sales.
 - c. Comparison shoppers.
 3. Where to purchase?
 - a. Traveling salesmen.
 - b. Wholesalers.
 - c. Central markets.
 - d. Buying offices.

- e. Catalog ordering.
- f. Reputable suppliers.

4. How much to purchase?

- a. Transportation problem.
- b. Storage available.
- c. Capital available.
- d. Price changes.
- e. Obsolescence.
- f. Spoilage.
- g. Shrinkage.
- h. Demand.

B. Purchasing Procedures and Stock Controls.

1. Purchasing procedures.

- a. Information a purchasing department should know:

- (1) prices.
- (2) quality.
- (3) sources.
- (4) consumption.

- b. Placing the order by purchase requisition.

- c. The purchase order.

2. Control of merchandise stock.

- a. Handling incoming goods.
- b. Purchase returns and allowances.
- c. Storing goods.
- d. Inventory.
 - (1) cost method.
 - (2) retail method.
 - (3) perpetual method.

C. Purchasing Terms.

- 1. Expressed warranties--A definite statement in regard to quality or performance.
- 2. Implied warranties--No definite statement in regard to the article sold, but the buyer has the right to expect that it will serve the

18. Credit memorandum--A form acknowledging the receipt of goods returned and the credit being granted.
19. Dollar control--When inventory records are kept in terms of dollars.
20. Unit control--When inventory records are kept in terms of units.

COURSE OF STUDY

XII. TRANSPORTING AND STORING AGRICULTURAL PRODUCTS

SUGGESTED TIME ALLOTTED: 5 to 8 Hours

REFERENCES: Manual 63, 1964 - Transportation in Agriculture and Business, University of Missouri, Columbia, Missouri;
Larson, Agricultural Marketing (Prentice-Hall);
Kohls, Richard L., Marketing Agricultural Products (Macmillan).

SUGGESTED STUDENT ACTIVITIES: Complete Bill of Lading;
Field trip to a transportation company.

AUDIO-VISUAL AIDS: Use overhead transparencies to illustrate all the important data involving the transportation of agricultural products.

SUGGESTED TEACHING TECHNIQUES:

- I. Assign outside readings from suggested references, followed by lecture and discussion.
- II. Arrange for field trips to transportation companies, particularly those transporting agricultural products.
- III. Suggestions for information to be presented in this unit:
 - A. History of transportation
 - B. Importance of transportation in pricing agricultural products:
Physical distribution absorbs 34% of food sale dollar.
 - C. Transportation of agricultural products
 1. Definitions
 - a. Public carriers—Provide for-hire transportation to the public.
 - b. Demurrage—Charge for retaining cars beyond specified time.
Shipper has 48 hours for unloading, 24 hours for reassignment.
 - c. Piggyback—Hauling truck trailers on flat cars.
 - d. Fishyback—Hauling trailers on a barge.
 - e. Freight forwarders—Someone who consolidates a small number into truck loads, plane loads, etc.
 - f. Transit privileges—The right of shipper to stop a product at

a transit point for inspection, storage, or processing with the privilege of shipping that product on at its freight rate.

g. Reconsignment privileges--Used by meat packers going from west to east, etc.

2. Agency that controls transportation--Interstate Commerce Commission.

3. Types of transportation.

a. Railroad--Agricultural products make up 10% of freight shipments.

b. Motor trucks.

(1) Motor common carriers - Controlled by ICC.

(a) General freight.

(b) Commodities--refrigerated products, liquid petroleum, and agricultural products.

(c) Motor contract carriers offer a specialized service.

(2) Motor contract carriers.

(3) Exempt for hire-- most of farm products to first market exempt.

(4) Privately owned-- packing plant, milk companies, etc., not primarily in business of transportation.

c. Inland and coastal water transportation--not as important as others because of availability; less expensive.

d. Air transport--annual growth 30%--20¢ per ton mile as compared to 6¢ for truck.

3 Discuss advantages and disadvantages of different types of transportation.

COURSE OF STUDY

XIII. PRICING AGRICULTURAL PRODUCTS AND SERVICES

SUGGESTED TIME ALLOTTED: 3 Hours

REFERENCES:

Beneke, Managing the Farm Business (Wiley & Sons);
Richert, Meyer & Haines, Retailing Principles and Practices (McGraw-Hill);
Wingate, Nolan, Fundamentals of Selling (Southwestern);
Doane Agricultural Service, "Doane Farm Management Guide";
National Meat Institute Bulletin, "How Beef Prices Are Determined";
Various bulletins from the American Dairy Association and the National Dairy Council, Chicago.

SUGGESTED STUDENT ACTIVITIES: Role playing example: Using a quart of milk, indicate by the amount of milk poured in each quart the amount of the consumer dollar received by all areas of distribution from the producer to the consumer. Field trips, textbook and manual assignments for supervised study.

AUDIO-VISUAL AIDS: 16 mm Film, "Modern Dairy Farming," OSU Dairy Department.

SUGGESTED TEACHING TECHNIQUES:

- I. The major objectives in teaching this unit to vocational agriculture occupational training students are to:
 - A. Acquaint students with reasons for price changes and pricing policies at all stages of processing and marketing from raw product to consumer.
 - B. Acquaint students with basic economic concepts.
 - C. Develop the ability of the student to determine his place and value in pricing of goods and services.
 - D. Develop ability of student to use pricing system and methods used at his training station.
- II. Suggestions for information to be presented in this unit:
 - A. Factors affecting prices.
 1. Law of supply and demand--Reaction of consumer and producer.
 2. Utility of goods--Time, place and form.

3. Changes in form through processing and services (bread or flour, not wheat).
4. Services to enforce laws and regulations necessary to protect consumer.
5. Competition strong in agriculture to get customer's dollar.

B. Special factors relating to agriculture.

1. Government programs differ with products and change often. Understanding of program aims and effect on prices is needed by students.
2. Inflexibility of agricultural production causes price cycles and seasonal price changes.
3. Perishable characteristic of many agricultural products.
4. In supplying agricultural producers, we must consider that he is using products and services for production purposes and may not buy on the same basis as the final consumer of goods. Fewer alternatives exist.
5. Producer may be able to perform some services himself if he considers the prices to be high.
6. Image desired by customers may vary with type of business.

C. Pricing of services.

1. Highly specialized services may be expensive--Veterinarian.
2. Government provides services in public interest--Soil Conservation, Education.
3. Special services may be made available by businesses and make up a part of overhead--Bank Agricultural Representative, Feed and Fertilizer Consultants.
4. Services to make products have more utility may cause an increase in the selling price but still may be cheap because of methods used. The housewife averages 19¢ per hour in preparing ready-to-eat foods. Oven-ready biscuits may be less expensive than flour, other ingredients and labor.
5. Some services may be optional but usually lead to increased profits--artificial insemination, production testing, advertising and displays.

D. General pricing considerations.

1. The first rule of pricing is to have selling price equal to

the cost of goods . This cost includes operating expenses and an adequate profit.

2. Prices should be competitive resulting in an adequate turnover of goods.
3. Minimum price laws may prohibit prices that do not cover cost of goods plus operating expenses.
4. Manufacturers may have "fair trade" agreements whereby prices are set by agreement and cannot be lowered.
5. Service policies must be considered when pricing to pay for services rendered. Home delivery of dairy products must be considered as cost.
6. Consumers may tend to question all prices if comparisons with suggested list prices are made.
7. One-price policies are generally used unless in quantity purchases.
8. Meat and other products which include on-the-location services can be used as "loss leaders" because it is difficult to determine overhead.
9. Individual pricing can be carried out on tractors and equipment much as it is with appliances because of trade-ins and services included.
10. Most businesses consider large volume with less profit per item better than fewer items at higher profit. This depends on the type of business.
11. Markdowns should be sufficient to move goods. One large markdown is better than several small ones.
12. Seasonal demand must be considered in many agricultural businesses. Lower prices are not effective out of season except in booking for future delivery. Example: Fertilizers during a drought.
13. Markup is usually based on retail as a percentage.
14. Initial markups are the difference between cost of goods and original retail price. Maintained markup is based on cost and actual selling price.
15. Profit and loss statements can be used to determine markups. The markup can be found by dividing margin by sales. Margin is the operating expenses plus reasonable profit on investment.

16. Capital investment, labor, and mangement must all be given value when pricing services and goods.
17. Competencies needed to perform labor and management should be considered when putting price on services.
18. Pricing customs and habits are important as customers sometimes resent higher prices and suspect quality when prices are reduced drastically.
19. Haphazard pricing is one of the major cause for business failures.

COURSE OF STUDY

XIV. STORE LAYOUT, LOCATION, ORGANIZATION

SUGGESTED TIME ALLOTTED: 3 Hours

REFERENCES: Wingate, Weiner, Retail Merchandising (Southwestern);
Reichert, Meyer & Haines, Retailing Principles and Practices (McGraw-Hill);
Robinson, Robinson & Matthew, Store Organization and Operation.

SUGGESTED STUDENT ACTIVITIES: Prepare an organization chart for the store in which the student is employed. Do a store layout.

AUDIO-VISUAL AIDS: Use overhead projector transparencies to illustrate points from reference material. The opaque projector can be used to the same advantage.

SUGGESTED TEACHING TECHNIQUES:

I. Suggestions for information to be presented in this unit:

A. Considerations for locating businesses:

1. What community should be selected?
2. What location in the community should be used?

B. Factors which determine location in a community:

1. Population.
2. Income in the community.
 - a. Total estimate of community's income.
 - b. Number of people employed.
 - c. Wage level.
 - d. Industrial trends, agricultural commodities.
 - e. Seasonal aspects.
3. Standard of living.
4. Extent and nature of trade.

C. Operating methods.

- | | |
|------------------------|---------------------------------|
| 1. Bank and credit. | 5. Local legislation--tax rate. |
| 2. Insurance. | 6. Labor conditions. |
| 3. Advertising media. | 7. Average rentals. |
| 4. Services available. | |

D. Competition--Retailers dealing in similar lines of goods.

E. Site in the community--factors to consider:

1. Population, transportation.
2. Location of competing stores.
3. Non-competing businesses.
4. Per capita sales.
5. Experiences of others in retailing.
6. Determining the right side of the street.
7. Position on street.
8. Transportation.
9. Parking.
10. Nature of the building.
11. Visibility of the building.

F. Store layout.

1. Merchandise location and arrangement.
2. Customer traffic.
3. Store appearance.
4. Physical consideration--wide aisles so that four people can walk abreast.

G. Organization.

1. Identification of specific jobs in the business.
2. Delegation of authority.
3. Delegation of responsibility.

4. Development of ways and means of providing control.

H. Types of agricultural businesses--retail.

1. Farm equipment.
2. Farm hardware.
3. Feed, seed, fertilizer, lime, herbicides, insecticides.
4. Supermarkets.
5. Roadside stands.
6. Nurseries.
7. Flower shops.

COURSE OF STUDY

XV. STORE OWNERSHIP

SUGGESTED TIME ALLOTTED: 5 Hours

REFERENCES: Tonne, Simon & McGill, Business Principles, Organization and Management (McGraw-Hill);
"Father-Son and Other Partnerships," Mann, Meeker, University of Missouri Experiment Station B-809, December 1963;
"Farm Partners," Maynard and Jeffrey, Circular E-710, OSU Extension Service.

SUGGESTED STUDENT ACTIVITIES: Reading textbook assignments, oral reports to indicate understanding of the major types of store ownership.

AUDIO-VISUAL AIDS: Transparencies for the overhead projector; 16 mm Film, "What Is A Corporation?" OSU Film Library.

SUGGESTED TEACHING TECHNIQUES:

- I. The major objective in presenting this unit of study is to acquaint the high school student with the various types of store ownership, beginning with the single proprietorship type of ownership and continuing through the corporation. These are experiences in which they are likely to become involved.
- II. Suggestions for information to be presented in this unit:
 - A. Definitions:
 1. Business--A person or organization that produces goods or services for profit.
 2. Utility--Production in an economic sense. There are three kinds of utility: time, place, form.
 3. Three factors of production--Labor=physical work; capital=tools; and management=directing the enterprise.
 4. Capitalism or free enterprise is a system in which the individual has the incentive for profit to produce goods and services.
 5. Private property is property one or more individuals have the right to control.
 6. Limitations of property rights occur through taxes and eminent domain.

7. Special property rights.

- a. Franchise--Use of public property for private profit.
- b. Patent--Proof that one has developed an article or process.
- c. Copyright--Similar to patent.

8. Partnership--Two or more people who may organize to operate a business as owners for profit, sharing profit and losses and management control.

9. Competition--Most important aspect of free enterprise.

10. Monopoly--Opposite of competition.

B. Advantages of sole proprietorship.

- 1. Owner is boss.
- 2. Owner receives all profits.
- 3. Owner is personally acquainted with employees and customers.
- 4. Owner can act quickly in making decisions.
- 5. Less red tape.
- 6. Usually pays less income tax than corporation.

C. Disadvantages of sole proprietorship.

- 1. May lack special skills and abilities.
- 2. May lack funds.
- 3. Bears all risks and losses.
- 4. Owner's death may close business.

D. Advantages of partnership.

- 1. Skills and abilities are pooled.
- 2. Sources of capital are increased.
- 3. Credit position improved.
- 4. Each partner contributes his good will.
- 5. Increased concern in management.
- 6. Less tax burden than corporation.

E. Disadvantages of partnership.

1. Unlimited financial liability.
2. Disagreement among partners.
3. Each partner bound by contract of others.
4. Uncertain life.
5. Limited sources of capital.
6. Unsatisfactory division of profit.
7. Difficulty in withdrawing from partnership.

F. Purpose of partnership.

1. Eliminate competition.
2. Retire from management.
3. To realize certain operating economies.

G. Cautions in entering partnerships.

1. Get a lawyer to draw up the agreement. Some items to be agreed on are:
 - a. Specific statement of contributions of each partner.
 - b. Definition of what constitutes receipts and expenses.
 - c. Plans and ways for financial settlements.
 - d. How decisions are to be reached.
 - e. How partnership can be dissolved.
 - f. Size of business.
 - g. Be sure you know and can trust your partner.

H. Ways to operate to avoid a partnership.

1. Employee-employer.
2. Joint venture.
3. Limited partnership.
4. Landlord-tenant.
5. Debtor-creditor.
6. Corporation.

I. A limited partnership is designed to reduce the disadvantages of unlimited liability for those willing to forego a voice in management.

1. Must be filed with the county clerk in the county.
2. Must show names and addresses of general and limited partners and contributions of each.
3. Limited partner must exercise no voice in management.
4. Limited partner has priority over general partner in recovery of capital.
5. Death of limited partner transfers all his rights and liabilities in the partnership to his administrator.

J. What is a corporation?

1. A corporation is an organization formed under the authority obtained from the state and is treated at law as an artificial person separate and apart from its owners.
2. Corporation examples.
 - a. City--Knoxville, Tennessee.
 - b. School--University of Tennessee.
 - c. Business--Phillips 66.
 - d. Youth organization--FFA.

K. How is a corporation formed?

1. File a certificate of incorporation with state government, signed by three persons, one of whom is a resident of the state.
2. What are the parts of the certificate?
 - a. Name of company--has to have Inc., the word "Incorporated," or "Limited."
 - b. Purpose of the company.
 - c. Life of the corporation,
 - d. Capital that the corporation is authorized to have.
 - e. Names of at least three directors.
 - f. Address of the corporation.

L. What are the advantages of a corporation?

1. Limited liability--Each stock holder is limited to the amount of his investment.

2. Only designated officers can bind in contract.
3. Continued existence.
4. Tremendous growth possibilities.
5. Opportunity for expert management and large scale economics.

M. Disadvantages of a corporation.

1. High taxes.
2. Government regulation.
3. Credit depends on its assets alone.
4. Possibility of inefficiency and red tape.
5. Separation of ownership and management.

N. What are the types of corporations?

1. Close or family type corporation.
2. Public or open corporation.

O. Who manages the corporation? -- Officers.

P. What are the stocks?

1. Common.
2. Preferred.

Q. Stock values.

1. Par value--Printed on the stock.
2. Market value--On what the buyer and seller agree.
3. Book value--Actually what the stock is worth on the books of the corporation.

COURSE OF STUDY

XVI. REGULATIONS OF BUSINESS

SUGGESTED TIME ALLOTTED: 2 Hours

REFERENCES: Shilt, Wilson, Business Principles and Management (Southwestern).

SUGGESTED STUDENT ACTIVITIES: Read assigned references, contribute to class discussions.

AUDIO-VISUAL AIDS: Prepare transparencies for overhead projector, listing focal points relative to government regulations and business.

SUGGESTED TEACHING TECHNIQUES:

I. This unit would, of necessity, lend itself to the lecture--discussion type of teaching. The above reference is complete. Students should be requested to read it.

II. Suggestions for information to be presented in this unit:

A. Federal controls of business. What businesses are covered?

1. Any business that is dealing in interstate commerce.
2. Any business producing or handling goods in or for interstate commerce.

B. Who controls the businesses?

1. Interstate Commerce Commission.
2. Federal Trade Commission.
3. Bureau of Standards.
4. Department of Health, Education and Welfare.
5. Everybody else.

C. Control of monopolies.

1. Monopoly--one control.
2. Oligopoly--where few businesses have control.
3. Not all monopolies are undesirable.
4. Government monopolies--1st class mail.

D. Promotion of standards.

1. Bureau of standards and USDA.
2. Make tests.
3. Establish standards.
4. Control weights and measurements.
5. Standardize the names, grades, and measurement of food and fiber products.

E. Regulation of foods and drugs.

1. Prohibits certain acts.
2. Bans harmful foods.
3. Sets standards of identity.

F. Trademark and patent laws.

1. Patents--last for 14 years (invention).
2. A copyright on written matter can be received once. It lasts for 28 years.
3. A trademark is a company name written in a unique manner.

G. Promotion of fair competition.

1. Functions of Federal Trade Commission.

- a. Preventing price fixing.
- b. Preventing sellers from discriminating in price arrangements.
- c. Preventing false advertising.
- d. To enforce labeling of wool and fur products.
- e. To protect consumers from wearing apparel that is flammable.
- f. Protect buyers from the misrepresentation of the real value of an automobile.
- g. Require that textile fiber products bear labels.

2. Codes of fair practice.

3. The Robinson-Patman Act--endeavors to prevent price discrimination.

4. The fair trade laws (Fair Trade Enabling Act) allows states to pass laws permitting producers to fix the retail price of their merchandise.
 5. Federal control of advertising tries to prohibit false and misleading advertising.
 6. Printer's Ink Model Statute.
 7. Control of radio and TV--permission is granted for the use of these channels by the FCC.
- H. Labor laws, right to work, etc.

COURSE OF STUDY

XVII. TAXES AND THEIR IMPACT ON BUSINESS

SUGGESTED TIME ALLOTTED: 5 Hours

REFERENCES: Bulletins from Internal Revenue Service, Social Security Administration, State Statutes, and city codes,

SUGGESTED STUDENT ACTIVITIES: Taking class notes for discussion and reference, visits to local governmental agencies for information regarding local taxes and their impact on business.

AUDIO-VISUAL AIDS: Use opaque projector to give students benefit of bulletin information not available in texts.

SUGGESTED TEACHING TECHNIQUES:

- I. The importance of careful study of this unit should be introduced by telling students that:
 - A. Every man going into business finds himself subject to a variety of taxes.
 - B. He should have a clear and complete idea of his tax liabilities in advance.
 - C. He should plan taxes liberally in estimating his expenses; otherwise, he is likely to find that he is losing money.
- II. Suggestions for other information that should be presented in this unit:
 - A. Most merchants must deal with the following taxes:
 1. Real estate and property taxes.
 2. Occupational license taxes.
 3. Merchandise taxes.
 4. Excise taxes.
 5. Sales taxes.
 6. Social security taxes.
 7. Chain-store taxes.
 8. Income taxes.

B. Governments and political sub-divisions possessing the right to levy taxes.

1. Federal: Levied by congress--Income, social security, and excise taxes.
2. State: Levied by legislature or assembly--Income, gift, inheritance, tobacco, gasoline, liquor, chain store, and sales tax.
3. Local: Levied by county, city, school district and other--Real estate, personal property, and occupational taxes.

C. Definitions:

1. Real Property--Land and real estate.
2. Personal Property--Furniture, clothing, securities, and money.
3. Net Income--Income after certain allowable expenses have been deducted.
4. Direct Tax--One levied directly and cannot be shifted: head or poll tax.
5. Indirect Tax--One that can be shifted: Tariff duty on imported goods.
6. Withholding Tax--Employer withholds from employee and pays to government.
7. Excise Tax--An internal tax levied on the manufacturer: add to sale price.
8. General Sales Tax---Generally levied on sales to the consumer.
9. Delinquent--Being in arrears in payment.
10. Social Security Taxes--United States Government program established in 1935: includes old-age and survivors insurance, contributions to state unemployment insurance, and old-age assistance.
11. Advalorem Tax--According to value: imposed as a rate of percent of the value, used on personal and real property.

D. Uses of taxes:

1. Building roads and bridges.
2. Maintaining public schools and libraries.
3. Catching and punishing criminals.
4. Maintaining armed forces.
5. Others.

COURSE OF STUDY

XVIII. ACCOUNTING AND CONTROL

SUGGESTED TIME ALLOTTED: 10 Hours

REFERENCES: Richert, Meyer & Haines, Retailing Principles and Practices (McGraw-Hill);
Sheff, Bookkeeping Made Easy (Barnes & Noble).

SUGGESTED STUDENT ACTIVITIES: Reading the outside references, conferring with manager of training station regarding the importance of accurate records in that business, following through on demonstration problems presented in class.

AUDIO-VISUAL AIDS: Accounting Charts (Available in School Business Department);
16 mm Film, "Bookkeeping and You," OSU Film Library.

SUGGESTED TEACHING TECHNIQUES:

- I. The main objective in teaching this unit to agricultural occupations students is to train and develop basic technical skills needed for proficiency in bookkeeping, accounting and control for agricultural businesses.
- II. The depth of the presentation of this unit will depend on the materials available in the classroom and the ability and background of the teacher. It is felt that only an introduction to accounting principles and a basic understanding of financial statements in business could be presented in this particular unit. Students interested in entering agricultural businesses as a full-time career should be encouraged to take at least one year of bookkeeping in high school.
- III. Suggestions for information to be presented in this unit:
 - A. Surveys show that 40% of all business failure can be attributed to lack of financial facts resulting from inadequate or no records being kept.
 - B. A successful retailer has said that "records are worth their weight in gold," when they show where sales are dropping and what expenses are climbing.
 - C. What is bookkeeping? Keeping records of a business, and money transactions.
 - D. Journals--Books of original entry.
 1. Cash receipt.

2. Cash payment.

3. Sales.

4. Purchases.

5. General.

E. Ledgers.

1. Accounts receivable.

2. Accounts payable.

3. General ledger, containing the following accounts:

a. Asset accounts.

b. Liability accounts.

c. Proprietorship accounts.

d. Income accounts.

e. Expense accounts.

F. Trial Balance--A system of checks and balances to see that the general ledger is in balance.

G. What is accounting?--Informative statements:

1. Balance sheet.

2. Profit and Loss statement.

H. What is control?

1. Budget.

2. Inventory.

3. Credit.

I. Basic accounting principles.

1. Every transaction has two accounts.

2. One account receives value which is called debit, and the other account gives value, which is called credit.

3. All purchases on account are entered in the purchases journal.

4. Cash coming into the business is entered in the cash receipts journal.
 5. Cash going out of the business is entered in the cash payments journal.
 6. Merchandise being sold on account is entered in the sales journal.
 7. Any other financial transaction is entered in the general journal.
 8. At the end of the month each journal is summarized.
 9. Copy each account from the journal to the ledger to an account of the same name showing debit or credit status.
 10. At the end of the month each account is summarized, showing footings and subtracting these on the side of the ledger. The difference is shown in the trial balance. In case debits equal credits, the account is in balance and should not be listed on the trial balance.
- J. How to avoid loss from bad debts.
1. Explain policies carefully.
 2. Help delinquent accounts.
 3. Suspend slow pay.
 4. Act decisively.

- IV. The appendices following this unit contain an accounting problem which may be used if time permits and the instructor feels confident in presenting this unit in this manner. This problem contains examples of many types of business transactions which the agricultural business owner might encounter in the course of a month. Additional appendices show:
- A. The trial balance which would result from the accurate record keeping of the problem listed above, showing which accounts will have debit balances and which credit balances at the end of the month if the books have been kept accurately.
 - B. A balance sheet which shows what the business owes and what it owns and the net worth of the proprietor. This particular month's business showed a loss, indicating a decrease in the owner's investment.
 - C. A profit and loss statement, showing that expenses greatly exceeded gross profit. This is the type of information which is important to the business man.

ACCOUNTING AND CONTROL - Appendix I

Journalizing: Enter each financial transaction as it occurs.

Year: 1965

1. J. Sims began business investing \$15,000 cash and \$12,000 merchandise.
1. He set up an Imprest Petty Cash Fund in amount of \$10 and drew check for same.
2. Paid rent \$150.
2. Bought on account merchandise; Adams & Co. \$250, Smith & Sons \$375, Ayres & Co. \$575.
3. Sold for cash to T. Amis merchandise \$320.
3. Bought for cash from Wilkes & Co. merchandise \$473.
4. Paid \$1000 for a Ford delivery truck.
4. Paid \$100 premium on \$5000 liability insurance on truck.
4. Paid \$15.75 for auto license for the year.
6. The following merchandise was returned for credit: Adams & Co. \$100, Smith & Sons \$150.
8. Sold to S. Riley, terms 10 day note, merchandise \$270.
8. Sold to T. Coe, terms $\frac{1}{2}$ cash, balance 15 day note, merchandise \$300.
10. Sold on account merchandise: A. Dills \$175, B. Cape \$190.
12. Paid Smith & Sons \$100 on account.
12. B. Cape returns merchandise \$90.
15. Our delivery truck was in smash-up, repairs amount to \$150.
15. A. Dills sends his 10-day note for \$75 and cash for the balance.
15. Paid office salaries \$150, J. Sims drew \$100, paid wages \$350.
18. S. Riley sends us check for note due today.
18. Sent Smith & Sons a 30-day note for the balance of his account.
23. Received cash for T. Coe's note due today.

25. Received check from A. Dills for note due today.

31. Paid office salaries \$150, J. Sims drew \$120, paid wages \$475.

ACCOUNTING AND CONTROL - Appendix II

Trial Balance: At the end of each month, it is customary to find the balance of each account in the ledger. Each account has one side which increases the account, and the other side which decreases the account. By subtracting the smaller amount from the larger, we obtain a balance. All accounts having a balance are listed on journal paper.

J. Sims
Trial Balance - Oct. 31, 1965

		Debit	Credit
	Accounts Receivable	\$ 100.00	
	Accounts Payable		\$ 725.00
	J. Sims, Capital		27,000.00
	Merchandise Inventory	12,000.00	
	Petty Cash	10.00	
	Rent	150.00	
	Purchases	1,423.00	
	Sales		1,165.00
	Cash	12,721.25	
	Delivery Truck	1,000.00	
	Insurance	100.00	
	General Expenses	15.75	
	Notes Payable		125.00
	Selling Expense	150.00	
	Salaries	300.00	
	J. Sims, Personal	220.00	
	Wages	825.00	
		\$29,015.00	\$29,015.00

ACCOUNTING AND CONTROL - Appendix III

Balance Sheet: Is a statement which sets forth all the assets and liabilities of a business. The difference between these assets and liabilities results in the net worth (proprietorship) of the business. The total of each side will be the same. The balance sheet may be made monthly, quarterly, semi-annually, and annually. Most frequently, however, semi-annual and annual statements are the rule. The balance sheet statement is prepared from the trial balance. Except for new inventories, the balance sheet contains a record of all accounts other than sales, purchases, expenses and earnings.

ASSETS:		LIABILITIES:	
Cash.....	\$12,721.25	Accounts Payable.....	\$ 725.00
Petty Cash.....	10.00	Notes Payable.....	<u>125.00</u>
Accounts Receivable...	100.00	Total Liabilities.....	\$ 850.00
Notes Receivable.....		PROPRIETORSHIP:	
Inventory.....	12,433.00	J. Sims, Capital.....	27,000.00
Delivery Equipment....	<u>1,000.00</u>	Profit or Loss...\$1,365.75	
Total Assets	<u>\$26,264.25</u>	Less:	
		J. Sims, Personal	<u>220.00</u>
		Net Increase or Decrease..	<u>\$1,585.75</u>
		Total Proprietorship.....	<u>\$25,414.25</u>
		Total Liabilities and	
		Proprietorship.....	<u>\$26,264.25</u>

ACCOUNTING AND CONTROL - Appendix IV

Profit and Loss Statement: Is made up of Sales, Purchases, Expenses, and Earning accounts. All figures are obtained from the trial balance. The inventory must be given.

Sales.....	\$1,165.00
Cost of Goods Sold:	
Inventory, Beginning.....	\$12,000.00
Purchases.....	<u>1,423.00</u>
Total.....	\$13,423.00
Less New Inventory.....	<u>12,433.00</u>
Cost of Goods Sold.....	<u>\$ 990.00</u>
Gross Trading Profit.....	\$ 175.00
Expenses:	
Wages.....	\$ 825.00
Salaries.....	300.00
Selling Expense.....	150.00
Rent.....	150.00
Insurance.....	100.00
General Expense.....	<u>15.75</u>
Total Expense.....	<u>\$ 1,540.75</u>
Net Loss.....	\$ 1,365.75

COURSE OF STUDY

XIX. IMPROVING AGRICULTURAL BUSINESSES

SUGGESTED TIME ALLOTTED: Varied. This is a summary unit to be taught at the completion of the entire course of study.

REFERENCES: Richert, Meyer & Haines, Retailing Principles and Practices (McGraw-Hill);
Tonne, Simon & McGill, Business Principles, Organization, and Management (McGraw-Hill);
Hemp and Krebs, "A Study Guide for Placement-Employment Programs in Agricultural Business and Industry," (The Interstate Printers and Publishers, Inc.).

SUGGESTED STUDENT ACTIVITIES: Read suggested references, contribute to class discussions, observe practices which in your opinion has improved the business in which you are employed.

AUDIO-VISUAL AIDS: 16 mm Film, "Going Places," OSU Film Library.

SUGGESTED TEACHING TECHNIQUES:

- I. Impress upon students interested in management of agricultural businesses that constant improvement is necessary. Without improvements a business will stagnate and be left behind in this modern competitive world.
- II. Suggestions for information to be presented in this unit:
 - A. General appraisal of the business.
 1. Finding out the present level of operation.
 - a. Figures on annual sales.
 - b. Returns on money invested.
 - c. Net profit.
 - d. Cash flow.
 - e. Net worth.
 2. Choosing appropriate goals to set for improvement.
 3. Deciding how to reach goals.
 - B. Continuous evaluation of the business operations.
 1. Quality of merchandise sold.

2. Quality of services offered.
 3. Employee training programs.
 4. Finances of business.
 5. Customer relationships.
 6. Safety.
 7. Employee morale.
 8. Working conditions.
 9. Customer credit arrangements--Credit can cause quick failures.
 10. Prices charged for goods or services.
 11. Volume of sales.
 12. Location of business.
 13. Layout and general appearance.
 14. Promotion.
 15. Quality of personnel.
 16. Quality of management.
- C. Methods for improving the business.
1. Eliminating defects or weak spots in the business.
 2. Expanding certain phases of the business.
 3. Introducing new practices.
 4. Offering new merchandising services.
- D. Increasing profits.
1. Charge more for goods or services.
 2. Pay less for items purchased.
- E. Code of ethics for student employee.
1. Do not discuss private information.
 - a. Collection problems.
 - b. Personal problems.

2. Appearance and manners.

3. Know the merchandise.

4. Learn store policies and store systems.

5. Loyalty.

a. Speak well of the employer.

b. Use the products—

If you work for a man, speak well of him and stand by the institution he represents. Remember, an ounce of loyalty is worth a pound of cleverness. If you must growl, condemn, and eternally find fault, resign your position and when you are on the outside, condemn to your heart's content. But as long as you are a part of the institution do not condemn it. If you do, the first high wind that comes along will blow you away, and probably you will never know why---Elbert Hubbard

F. Code of ethics for businesses.

1. "Fair Trade Code for Advertising and Selling" of the National Association of Better Business Bureaus, Inc.

a. Serve the public with honest values.

b. Tell the truth about what is offered.

c. Tell the truth in a forthright manner so its significance may be understood by the trusting as well as the analytical.

d. Tell customers what they want to know, what they have a right to know, and ought to know about what is offered so that they may buy wisely and obtain the maximum satisfaction from their purchases.

e. Be prepared and willing to make good as promised and without quibble on any guarantee offered.

f. Be sure that the normal use of merchandise or services offered will not be hazardous to public health or life.

g. Reveal material facts, the deceptive concealment of which might cause consumers to be misled.

h. Advertise and sell merchandise or service on its merits and refrain from attacking your competitors or reflecting unfairly upon their products, services, or methods of doing business.

i. If testimonials are used, use only those of competent witnesses who are sincere and honest in what they say about what you sell.

- j. Avoid all tricky devices and schemes such as deceitful trade-in allowances, fictitious list prices, false and exaggerated comparative prices, bait advertising, misleading free offers, fake sales and similar practices which prey upon human ignorance and gullibility.

SUGGESTED REFERENCES FOR VOCATIONAL AGRICULTURE OCCUPATIONS TRAINING CLASSES

Books

- Beneke, Managing the Farm Business (Wiley and Sons)
- *Haas, Perry, Sales Horizons (Prentice-Hall, Inc., 2nd Edition, 1963)
- Heinrich, Industrial Accident Prevention (McGraw-Hill)
- Kohls, Marketing Agricultural Products (Macmillan Co.)
- Larson, Agricultural Marketing (Prentice-Hall)
- Mason, Haines, Cooperative Occupational Education (The Interstate, 1965)
- Packer and Hitchcock, Merchandise Information for Successful Selling
(Prentice-Hall)
- *Richert, Meyer, Haines, Retailing Principles and Practices (Gregg
Publishing Division, McGraw-Hill, 4th Edition, 1962)
- Robinson, Robinson, Matthew, Store Organization and Operation
- Sheff, Bookkeeping Made Easy (Barnes and Noble)
- *Shilt, Wilson, Business Principles and Management (Southwestern Publishing
Company, 4th Edition, 1961)
- Strasser, Aaron, Bohn-Eales, Fundamentals of Safety Education (Macmillan)
- Tonne, Simon, McGill, Business Principles, Organization, and Management,
(Gregg Publishing Division, McGraw-Hill, Second Edition, 1963)
- Wilson, Eyster, Consumer Economic Problems
- *Wingate, Gillespie, Addison, Know Your Merchandise (Gregg Publishing
Division, McGraw-Hill, 3rd Edition, 1964)
- *Wingate, Nolan, Fundamentals of Selling (Southwestern Publishing Company,
7th Edition, 1959)
- *Wingate, Weiner, Retail Merchandising (Southwestern Publishing Company,
6th Edition, 1963)

Booklets and Bulletins

1963 Vocational Act

*Denotes textbooks on the Oklahoma Suggested List for Distributive Education
for 1966

Booklets and Bulletins (Continued)

Bulletins from State Department of Labor, Internal Revenue Service, and Social Security Administration.

Bulletin 101, "A Guide to Child Labor Provisions of the Fair Labor Standards Act," U.S. Department of Labor,

Agricultural Bulletins:

- E - 463 "Marketing Fruits and Vegetables"
- E - 465 "Cotton Marketing"
- L - 67 "Handling and Merchandising Produce in Retail Food Stores"
- L - 17 "Marketing Grade A Eggs"
- L - 63 "Handling and Merchandising Eggs in Your Store"
- B - 497 "Consumer Preferences for Dairy Products and Services in Small City Markets"

"Doane Farm Management Guide," Doane Agricultural Service.

"Farm Partners," Maynard and Jeffrey, Circular E-710 OSU Extension Division.

"Father-Son and Other Partnerships," Mann, Meeker, University of Missouri Experiment Station B-809, December 1963.

"How Beef Prices are Determined," National Meat Institute Bulletin.

"A Study Guide for Placement-Employment Programs in Agricultural Business and Industry," Hemp and Krebs, The Interstate Printers and Publishers, Inc., Danville, Illinois.

"Transportation in Agriculture and Business," University of Missouri, Manual 63, 1964.

"Who is Liable for Pupil Injuries?" NEA Research Division, published by the National Commission on Safety.

SUGGESTED 16 mm FILM LIST FOR VOCATIONAL AGRICULTURE OCCUPATIONS TRAINING CLASSES

"Personal Qualities for Job Success," OSU Film Library.

"By Jupiter," (film on courtesy), Oklahoma State D.E. Department.

"Opening the Sale," 30-minute BW, The Dartnell Corporation, 4600 Ravenswood Avenue, Chicago 40, Illinois.

"Presenting Your Sales Case--Convincingly," The Dartnell Corporation 4600 Ravenswood Avenue, Chicago 40, Illinois.

*"How to Sell Quality" 30-minute BW, The Dartnell Corporation.

*"Overcoming Objections," 30-minute BW, The Dartnell Corporation.

*"Closing the Sale," 30-minute BW, The Dartnell Corporation.

"How to Up Sales by Better Sales Supervision," 30-minute BW, The Dartnell Corporation.

"Face in the Mirror," (Sales information), OU Film Library.

"All I Can Do," (Sales information), OU Film Library.

"Agriculture's Showcase Abroad," USDA.

"A Step Ahead," (Careers in Agriculture), New Holland Machine Corporation,
Narrated by Chet Huntley.

"Wheat, Its Growth, Transportation, and Marketing," USDA.

"The Law of Supply and Demand," OU Film Library.

"Modern Dairy Farming," OSU Dairy Department.

"What is a Corporation," OSU Film Library.

"Bookkeeping and You," OSU Film Library.

"Going Places," (Animated cartoon on improving businesses), OSU Film Library.

"The Distributive Education Story," Color, Oklahoma D.E. Department.

NOTE: Many black and white and color 16 mm films are available through Modern Talking Pictures. Secure a catalog from the Audio-Visual Division of your school and schedule those applicable to your program. Also, the OSU Extension Division and USDA have many films available.

*These are three Borden and Bussey training film on salesmanship, edited by The Dartnell Corporation, that are available through the State Department of Distributive Education. They, as well as the other Borden and Bussey Dartnell Training Film listed here, can be rented from Dartnell Corporation for \$5.00 each, or they may be purchased.

SUGGESTED PROJECTS FOR DIRECTLY RELATED MATERIALS

Since it was determined by members of the 1965 Agricultural Occupations Institute at Oklahoma State University that an adequate job of teaching Vocational Agriculture Occupations Training students could not be done without allowing class time for study of materials directly relating to each student's individual training station, the following suggestions are offered as methods for accomplishing this goal.

MERCHANDISE MANUALS

General Information:

1. The merchandise manual should be based on merchandise that the VAOT student is selling or merchandise in which he is interested.
2. The manual topic should be a broad classification of merchandise rather than a specific brand name. (Example: A manual on dairy products would not be confined to Meadow Gold products only.)
3. The title of the manual should tell at a glance what merchandise is being studied.
4. The cover of the manual should be durable and able to stand abuse with pages securely fastened within covers.

Where to find merchandise information:

1. Manufacturers.
2. Publications.
 - a. Trade journals.
 - b. Consumer agencies.
 - c. Store manuals.
 - d. Textbooks.
 - e. Agricultural magazines.
 - f. Newspapers.
3. Other sources.
 - a. Customers.
 - b. Other salespeople.
 - c. Labels.
 - d. Salesmen who call on business where student is employed.
 - e. Motion pictures.
 - f. Field trips to agri-businesses.
 - g. Public library.

Contents of Merchandise Manuals

1. Title page.
2. Table of contents.
3. Preface.
4. History and background of merchandise.
5. Raw materials used in manufacture of merchandise.
6. Construction (this includes manufacturing process).
7. Special selling points on your merchandise.
8. Special selling techniques that may be used with success in selling merchandise.
9. Methods and ideas pertaining to the display of the merchandise.
10. Care of the merchandise.
11. Illustrative examples of good advertising of the merchandise: sketches, pictures, samples, etc.
12. Bibliography.
13. Glossary of terms used to describe merchandise.

Suggested Products on which Merchandise Manuals Could Be Prepared:

1. Dairy Products (this could be broken down further--cheese, milk, etc.).
2. Feed, seed, and fertilizer (or wheat seed, corn, etc.).
3. Insecticides.
4. Farm machinery and equipment (this should be broken down further--tractors, combines, etc.).
5. Meat products (or just beef, pork, poultry, fish, etc.).
6. Horticulture products (or tomatoes, roses, chrysanthemums, etc.).
7. Herbicides.

AREA OF DISTRIBUTION MANUALS

General Information:

1. The purpose of this manual is to give experience in research, selection, and organization of information for practical use in one area or phase of marketing or distribution.
2. This may be a manual on one of the broad areas of distribution, such as retailing, wholesaling, or service; or a phase of these broad areas, such as Operation of the Meat Department of a Supermarket, Operating a Locker Plant, Operating a Nursery, or Operating a Farm Equipment Business. It could also cover an activity within one of these broad areas such as Sales Promotion in the Farm Equipment Business, Credit and Collections, or Personnel Policies in Agricultural Businesses.

Where to Find Information for an Area of Distribution Manual:

1. Manufacturers.
2. Publications.
 - a. Trade journals.
 - b. USDA.
 - c. Textbooks.
 - d. Agricultural magazines.
 - e. Newspapers.
3. Other sources.
 - a. People engaged in specific type of business.
 - b. Field trips to agricultural businesses.
 - c. Public library.

Contents of Area of Distribution Manuals

1. Title page.
2. Table of contents.
3. Preface.
4. History and background of business or specific area of business covered in manual.
5. The rest of the body of the manual will vary according to the subject chosen. Outline will have to be compiled after reference sources have been investigated.
6. Illustrations at various intervals help to get across an idea or point.
7. Bibliography.

8. Glossary of terms related to subject covered.

Suggested Topics for Area of Distribution Manuals:

1. Agricultural Governmental Agencies.
2. Livestock Marketing.
3. Meat Processing.
4. Veterinary Practice.
5. Ranch Management.
6. Farm Management.
7. Management of Farm Cooperatives.
8. Managing a Farm Equipment Business.
9. Owning and Operating a Locker Plant.
10. Operating a Greenhouse and Nursery.

INDIVIDUAL ASSIGNMENTS BASED ON SPECIFIC REFERENCE MATERIAL

1. The University of Texas has a limited amount of material that would be valuable to the VAOT program if there were boys employed in that particular business. It has been developed throughout the years for Distributive Education, but material has been developed in the following areas that would be helpful to the VAOT student:
 - a. Grocery Merchandising Kit (with particular emphasis on the unit on meat products).
 - b. Service Station Kit.
 - c. Feed, Seed, and Supplies.
2. The type of material developed at Ohio State which will be available at a later date might lend itself to this type of study.
3. Also, USDA bulletins that you have available in your departments on various agricultural products could be assigned for reading assignments, with the individual assignment sheet completed by the student.
4. An example of an individual assignment lesson sheet, as used in distributive education, is listed as Appendix I to this section. You'll find this a very versatile teaching tool for individual study and will be limited only by the imagination and resourcefulness of the teacher.

DIRECTLY RELATED MATERIAL

Appendix I.

VC NATIONAL AGRICULTURE OCCUPATIONS TRAINING

INDIVIDUAL ASSIGNMENT
LESSON SHEET

Area of Study _____ Student _____
(Ex: Service Station, Food
Store, etc.)

Unit _____ Date _____ Lesson Number _____

Topic:

Objective:

Reference:

Assignment:

PLACEMENT FOR FARM EXPERIENCE

Vocational agriculture students lacking farm experience who are interested in employment in agriculture comprise the most likely candidates for farm placement.

Agriculture students in urban schools often have little opportunity to gain experience owning or managing a productive agricultural enterprise. Quality farm placement experiences can provide basic understanding for occupational decisions requiring some knowledge of agriculture.

Many times rural youth, living on small inefficient farms, can profit from organized experiences on commercial farms. A wide variety of jobs and tasks broaden the perspective of the small-farm youth. Often these placement experiences provide the students an opportunity to earn more money for their labor than they earned on their home-farm units.

Teacher supervision of placement experiences and an agreement among the school, the farm business manager, and the pupil, are important aspects of the farm placement program. The agreement should include such information as wages, nature and extent of work, and so forth.

It has been estimated that two percent of the boys enrolled in vocational agriculture report placement for their supervised farming program.

Placement for farm experience gives the employer and the teacher a unique opportunity to evaluate the student in a pre-employment job-oriented situation.

When evaluating a student for farm placement examine:

A. The student as an employee:

1. Dependable.
2. Interested.
3. Ambitious.
4. Industrious.
5. Prompt.
6. Versatile.
7. Thorough.
8. Efficient.
9. Skilled.
10. Faithful.

B. The student as a person:

1. Cleanliness.
2. Appearance.
3. Co-operative.
4. Manners.
5. Disposition.
6. Sociable.
7. Honest.
8. Obedient.
9. Tactful.
10. Adaptability.

FARM PLACEMENT

Appendix I.

MEMORANDUM OF UNDERSTANDING

For the Supervised Farm Work Experience of a Student of Vocational Agriculture.

To insure a permanent basis of understanding and to promote a congenial and beneficial relationship, this memorandum is established on _____ 19_____. This work will start on _____ 19____ and will terminate on or about _____ 19____. (Subject to further agreement for continued work.)

Person on farm responsible for training _____

The usual working hours will be as follows:

When attending school _____ When not attending school _____

Provision for overtime _____

Provision for time off _____

Liability Insurance coverage (type and amount) _____

Wages will be at the following rate _____

And will be paid (When?) _____

THE EMPLOYER AGREES TO THE ITEMS CHECKED BELOW:

___ To provide the student with the opportunities to learn how to do well as many jobs as possible, with particular reference to those contained in the training program.

___ To coach the student in ways which he has found desirable in doing his work and handling his problems.

___ To help the teacher make an honest appraisal of the student's performance on the job at the end of specific periods agreed upon.

___ To avoid subjecting the student to unnecessary or unusual hazards.

___ To notify the parent and the school immediately in case of accident, sickness, or any serious problem which arises.

___ To permit the trainee to conduct a productive enterprise on the farm whenever conditions are favorable and the proposition has the approval of the teacher and parents.

___ To permit and expect the teacher to confer with the student for a reasonable period of time on supervisory visits to the farm.

THE STUDENT AGREES TO THE ITEMS CHECKED BELOW:

___ To do an honest day's work according to his age and ability, recognizing that the employer must profit from his labor in order to justify hiring him.

___ To keep the employer's interest in mind and be punctual, dependable and loyal.

___ To follow instructions, avoid unsafe acts, and be alert to unsafe conditions.

___ To be courteous and considerate of the employer, his family, and others.

___ To keep such records of his work experience and to make such reports as required.

THE INSTRUCTOR IN BEHALF OF THE SCHOOL, AGREES TO ITEMS CHECKED BELOW:

___ To visit the student on the job at frequent intervals for the purpose of instruction and to insure that he gets the most out of his experience.

___ To show discretion at the time and circumstances of these visits, especially during emergency periods when the work is pressing.

THE PARENT AGREES TO THE ITEMS CHECKED BELOW:

___ That the initial ten days of work be regarded as a trial period to allow the student time to adjust and prove himself.

FARM PLACEMENT

Appendix II.

APPLICATION FOR FARM WORK

MINNEAPOLIS-ROOSEVELT HIGH SCHOOL

Date _____

Name _____ Phone _____

Address _____ Zip Code _____ Home Room _____
at School _____

City or Town _____ Birth Date and Year _____

Parent's Name _____ Occupation _____

Height _____ Weight _____ Church Preference _____

FARM EXPERIENCE:

Employer	Address	Weeks of Work
1.		
2.		
3.		

Type of work experience desired _____

Jobs performed: Drove tractor _____ Kind _____ Milked with machine _____

Hand milked _____ Raked hay _____ Cultivated _____ Mowed hay _____

Plowed _____ Dragged _____ Handled baled hay on wagon _____ in stack _____

Other jobs _____

References:	Name	Address	Relationship

Parent's Signature _____

Vocational Agriculture Instructor _____

COORDINATION

Realizing that the primary role of the Agriculture Occupations Teacher-Coordinator will be to work closely with the employer or the training sponsor appointed by the employer, the members of the 1965 Agricultural Occupations Institute, Oklahoma State University, compiled the following list of recommended activities during the time available for coordination of the Vocational Agriculture Occupations Training Program.

Certainly no coordinator would think of seeing every employer regarding every one of these, but the success of the Vocational Agriculture Occupations Training Program depends on complete cooperation between the teacher-coordinator and the merchant supervising the training station in which the student is employed. Coordinators must use caution in selection of time spent with training sponsors. Visits should be made when they are not involved with other business matters.

Coordination should involve the following:

- I. Introduce the VAOT Program to employers.
 - A. Call on civic organizations and educational committees.
 - B. Tell about the total vocational agriculture high school and adult program.
- II. Place students on the job - give them preparation for the interview before they go.
- III. Explain training responsibilities to employers.
 - A. Make placement a real training situation, not just a job.
 - B. Ask employer to phone you if anything goes wrong - not to "fire" a student without a conference with you.
 - C. Urge honest ratings on the student rating sheet.
 - D. Develop the memorandum of training plan.
 - E. Encourage rotation on the job.
 - F. Secure instructional material, folders, displays, etc.
 - G. Get information about trade terminology.
- IV. Organize an advisory committee to help you plan and promote.
 - A. Use people from various types of businesses.
 - B. Have an agenda for the meeting.
 - C. Give members an opportunity to talk about the plans.
 - D. Have a project in mind with which they can help.
- V. Find out employment conditions.
 - A. Hours, wages and time of day.
 - B. Keep informed about changes in hours, wages, labor laws, etc.

- VI. Show the employer work done by the VAOT students in your class.
- A. Individual manuals.
 - B. Training films that you use and maybe lend.
 - C. Student's notebook.
 - D. Pictures of class in session.
 - E. Trade journal articles.
 - F. Books of a specific nature which will interest him.
 - G. Current individual project work done by employer's trainee.
 - H. Go over your VAOT curriculum so he will know what you are teaching.
 - I. Training materials from manufacturers, producers or wholesalers.
 - J. Action pictures of individual students on various training jobs in the community.
- VII. Observation of the student at work.
- A. Note his speed, courtesy, and appearance.
 - B. Observe his manner, actions, attitude.
 - C. Does he seem to have sufficient information to do the job well.
- VIII. Talk with all of his supervisors.
- A. Check with them for accuracy and speed.
 - B. Check with them for proper attitude and quality of work.
 - C. Check with them about student's willingness and cooperation.
 - D. Find out in what area the student needs the most improvement.
 - E. Develop plans for rotation in jobs.
 - F. Find out about the individual instruction that pertains to his job that you can give in class.
 - G. Determine over-all student progress.
 - H. Prevent mid-term lay-offs by making advance plans with employers.
- IX. Try to develop a "sponsor training" program which will lead to more accurate employer ratings.
- A. With a group of employers in a neighborhood.
 - B. By an adult class for sponsors.
- X. Develop new training stations (a continuous program).
- A. Ask employers or advisory committee members of different businesses where there might be an opportunity for VAOT placements.
 - B. Keep an up-to-date file on prospective training stations.
- XI. Learn of full-time opportunities for placement after graduation. Secure facts needed to counsel with students intelligently.
- XII. Survey the need for adult classes for supervisors, managers, sponsors, etc.
- XIII. Commend the employer for his part in helping to train our VAOT students.

- A. Give him credit for his efforts.
- B. Send a "Thank You" letter at the end of the school year.
- XIV. Seek advice on student's home conditions. Visit his home.
- XV. Follow up the student who is absent from school and if necessary, ask the manager not to use him unless he is in school.
- XVI. Secure guest speakers for special units.
- XVII. Investigate films available for your classroom training.
- XVIII. Request instructional materials from training station sponsors.
- XIX. Secure evaluation of the effectiveness of the training given to VAOT students.
- XX. Explain the VAOT program to your counselor, principal and other faculty.

IMPLEMENTING THE AGRICULTURAL OCCUPATIONS INSTITUTE

OBJECTIVE

To develop youth and adult skills and abilities for proficient employment in agricultural business occupations.

Interpretation:

Developing youth for employment means: (1) adequate guidance and counseling resulting in realistic and challenging career objectives, and (2) quality exploratory occupational experiences in the classroom and in the job placement stations.

Developing adults for employment means: (1) increasing their skills and abilities for greater proficiency in their present occupation (resulting in greater income), and (2) re-educating adults with saleable skills in gainful occupations which offer an opportunity for advancement.

Implementation:

1. Identify employment opportunities (a) locally and (b) on a state and national level.
2. Determine the nature and extent of agricultural knowledge required to become proficient in the occupation.
3. Develop a curriculum to meet the needs of students with employment objectives.
4. Provide supervised experiences in an agricultural business which will lead to successful employment and continuing education.

Focal Points for Evaluation:

1. Changes in the vocational agricultural curriculum.
2. Placement of students.
3. Occupational counseling program.

SUGGESTED PRACTICES FOR AGRICULTURAL OCCUPATIONS DEMONSTRATION PROGRAMS

Occupations Qualifying for the Program:

1. Must be readily identifiable.
2. Require systematic study and pre-employment experience.
3. Provide opportunity for gainful employment after training.
4. Must meet the ethical and social standards of the community.

Occupational Training Stations:

1. Must provide adequate facilities for safe effective experience programs.
2. Should include cooperating employers who understand the objectives of the occupational experience program.
3. Must observe safety, health, and labor regulations.
4. Must be within a reasonable distance from the high school.
5. Should have the opportunity to retain student-employees after graduation.

Written Agreements Should:

1. Be signed and dated between the school and cooperating agricultural business.
2. Include a schedule of processes.
3. Provide for coordinated classroom study.
4. Note approved wage schedule.
5. Be provided to school, business, and students.
6. Clearly state work-hour requirements.
7. Include provision for termination.
8. Identify the skills and abilities learned by the student-employee for particular job titles in the agricultural business.
9. Specify amount of high school credit to be granted.
10. Specify amount and nature of the supervision to be given by the (a) merchant, and the (b) vocational high school teacher-coordinator.
11. Include a brief outline of classroom instruction.

Classroom Instruction:

1. Should be based on the schedule of processes.
2. Should include materials and equipment which are sufficient for the program being conducted.
3. Should adequately prepare students for experiences in the cooperating agricultural businesses.
4. Should present an opportunity for students to discuss questions and problems developing from their pre-employment experiences.

5. Should identify and discuss job opportunities in agriculture.
6. Should give students an opportunity for occupational counseling before, during, and after pre-employment experiences.

EDUCATIONAL OUTCOMES OF AGRICULTURAL OCCUPATIONS DEMONSTRATION PROGRAMS

The Agricultural Occupations demonstration programs are designed to benefit the student-employee, the vocational agriculture program, the school, the merchant, and the consumer.

Benefits to the Student-Employee:

1. The agricultural occupations program offers an opportunity to gain a business reputation including references for future employment.
2. The exploratory occupational experience program places the student in a wide variety of learning situations with a minimum investment of student time and effort, broadening the student's basis for making future occupational decisions.
3. Part-time employment in a reputable business during high school offers the student an opportunity to gain skills and abilities which will increase his earning power upon entry into the labor market.
4. This program can provide a source of income for needy students who might be tempted to drop out of school for financial reasons.

Benefits to the Vocational Agriculture Program:

1. The agricultural occupations program extends vocational education in the smaller high schools to include distribution and salesmanship in agriculture.
2. This program better serves the needs of vocational agriculture students with limited opportunity for employment in production agriculture.
3. The program maximizes the benefits of a farm background for students going into non-production agricultural occupations.
4. The program increases the vocational agriculture teacher's ability to coordinate and supervise student-employees in an agricultural business.

Benefits to the School:

1. The agricultural occupations program increases communication between the school, business, and community programs.
2. Commercial businesses, in effect, become an arm of the community educational institution offering their facilities for education and saving the cost of expensive simulated laboratories within the school plant.

Benefits to the Merchant:

1. The agricultural occupations program provides a selected group of youth who are potentially better employees after high school graduation.
2. Sales personnel within the business will be supervised and educated by persons in the high school at no extra cost to the business firm.
3. More efficient personnel increase the possibility of more profits.

Benefits to the Consumer:

1. An informed experienced sales person, who can differentiate various products to a potential customer, adds value to the product and supplies knowledge for an intelligent purchase.
2. Increased efficiency in distribution and sales results in elimination of loss which can be passed on to the consumer in the form of lower product prices.
3. Efficient merchants and sales personnel increase the possibility of a more stable economy.
4. Informed sales personnel who sell more merchandise, encourage mass production, lowering consumer cost and raising the standard of living of all the people.

AGRICULTURAL OCCUPATIONS INSTITUTE

VOCATIONAL AGRICULTURE OCCUPATIONS TRAINING PROGRAM FORMS

The following forms were devised by members of the 1965 Agricultural Occupations Institute at Oklahoma State University as suggestions to the institute members in the operation of their individual programs. The following suggestions are offered for their use.

OCCUPATIONAL SURVEY - This form should be completed by the vocational agriculture teacher at the time he surveys his community identifying potential training stations for vocational agriculture students who are interested in occupational training. This form is for his use only and is not to be completed by the merchant himself. It will serve as a guide for the teacher in making such surveys and will provide a record of contacts for future reference.

MEMO OF TRAINING - This is one of the most important forms in the Vocational Agriculture Occupations Training Program. It reflects an understanding of the program on the part of the student, his parents, the employer, and the vocational agriculture teacher who represents the school. It was suggested by members of the 1965 Institute that this form be completed in duplicate, with one copy being left with the employer (after all signatures have been obtained) and the other copy being filed by the teacher as a part of the student's individual record. It was also suggested that the teacher develop a schedule of processes with the employer (which could be written on the back of the last page of the form) showing the various learning situations involving the student trainee.

JOB RECORD - This is a form which is completed by the individual student to record his training experiences on the job. This is to be completed on a day-by-day basis, with totals and accumulations being figured at the beginning of each new week. A few suggested training experiences have been listed on the form with sufficient space left at the end of the form for adding others. It was the feeling of the members of the 1965 Institute that this would provide a daily check for the teacher as well as involving the student in a record-keeping experience which will result in total hours worked in different types of training situations. Accumulations should be kept for the period of one semester and should begin again at the start of a new semester.

PROGRESS REPORT - This form was devised by members of the 1965 Institute as a suggested procedure by which students may be evaluated by their training station sponsors. It will also be a tool by which the teacher can check on individual student progress on the job. It was suggested that some value be placed on the progress report when determining the student grade at the end of a six weeks' or nine weeks' period. The teacher should furnish each training sponsor with a progress report to be completed on each student at the end of the school's grading period.

FOLLOW-UP - This form has been proposed by members of the 1965 Institute to be printed on the inside of a manila folder, beginning with the time the student first enrolls in vocational agriculture and continuing for at least five years following high school graduation. This form could be used by all types of agricultural programs.

AGRICULTURAL OCCUPATIONS INSTITUTE

OCCUPATIONAL SURVEY FORM

I. General Information:

A. Name of Firm _____

B. Address _____ Telephone no. _____

C. Name of Person Interviewed _____

D. Position _____

E. Nature of Business _____

F. Number of Employees _____

G. Number of Positions Requiring Agricultural Competency:

1. Animal Science _____

2. Plant Science _____

3. Soil Science _____

4. Marketing _____

5. Farm Shop and Mechanics _____

H. Number of Positions Requiring Leadership Training _____

II. Possibility of Establishing Training Stations:

A. Could training stations be established? _____

B. Could part-time employees be used in training stations? _____

C. How many? _____

D. Possible work situations:

1. _____

2. _____

3. _____

E. Possible work schedule:

1. _____

2. _____

III. Evaluation and Analysis:

AGRICULTURAL OCCUPATIONS INSTITUTE

MEMORANDUM OF TRAINING PLAN

Student Trainee _____ Date of Birth _____
Soc. Sec. No. _____ Grade _____ Available Work Hours _____
Occupational Objective _____ Training Period _____ mos. or wks.
Training Agency _____ Date _____
Address _____ Telephone no. _____
Department in which Employed _____ Sponsor _____
Parent or Guardian _____ Telephone no.: res. _____ bus. _____
Address: Residence _____ Business _____

1. THE STUDENT AGREES TO:

- ___ Do an honest day's work, understand that the employer must profit from his labor in order to justify hiring him and providing him with cooperative training experience.
 - ___ Do all jobs assigned to the best of his ability.
 - ___ Be punctual, dependable and loyal.
 - ___ Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
 - ___ Be courteous and considerate of the employer, his family, customers and others.
 - ___ Keep such records of cooperative training program and make such reports as the teacher and the employer may require.
 - ___ Be alert to perform unassigned tasks which promote the welfare of the business such as keeping the store neat and tidy.
-

2. THE PARENT AGREES TO:

- ___ The cooperative training program in the place of business.
 - ___ Allow student to work in the store during hours and days shown in paragraph 5.
 - ___ Provide a method of getting to and from work according to the work schedule.
 - ___ Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
 - ___ Assume full responsibility for any action or happening pertaining to student trainee from the time he leaves school until he reports to his training station.
-

3. THE TEACHER, IN BEHALF OF THE SCHOOL AGREES TO:

- ___ Give systematic instruction at the school to enable the student to better understand and carry out his duties and responsibilities in the training station.
 - ___ Visit the student on the job at intervals for the purpose of supervising him to insure that he gets the most out of his cooperative training experience.
 - ___ Work with the employer, student, and parents to provide the best possible training for the student.
 - ___ Show discretion as to time and circumstances for visits, especially when the work is pressing.
-

4. THE EMPLOYER AGREES TO:

- ___ Provide the student with opportunities to learn how to do well many jobs in the business.
 - ___ Assign the student new responsibilities only when in the judgment of the employer, he can handle them.
 - ___ Train the student, when and where possible, in the ways which he has found desirable in doing his work.
 - ___ Assist the teacher to make an honest appraisal of the student's performance.
 - ___ Avoid subjecting the student to unnecessary hazards.
-

5. ALL PARTIES AGREE TO:

___ A period of the cooperative training program which will:

Start in _____
(month)

End in _____
(month)

___ Working hours during the cooperative training program will include:

Days during week _____
Hours during week days _____ to _____
Hours on weekend _____ to _____

___ Discuss the issues of any misunderstanding or termination of employment before ending employment.

___ A beginning wage of _____ per hour.

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this memorandum of training plan.

Student _____ signature _____ Employer _____ signature _____

Address _____ Address _____

Parent _____ signature _____ Teacher _____ signature _____

Address _____ Address _____

AGRICULTURAL OCCUPATIONS INSTITUTE

VOCATIONAL AGRICULTURE OCCUPATIONS JOB RECORD

FIRM NAME	NAME
-----------	------

OCCUPATIONAL OBJECTIVE	TYPE OF TRAINING
1. To determine the effect of the training on the performance of the trainee.	1. To determine the effect of the training on the performance of the trainee.
2. To determine the effect of the training on the performance of the trainee.	2. To determine the effect of the training on the performance of the trainee.
3. To determine the effect of the training on the performance of the trainee.	3. To determine the effect of the training on the performance of the trainee.
4. To determine the effect of the training on the performance of the trainee.	4. To determine the effect of the training on the performance of the trainee.
5. To determine the effect of the training on the performance of the trainee.	5. To determine the effect of the training on the performance of the trainee.
6. To determine the effect of the training on the performance of the trainee.	6. To determine the effect of the training on the performance of the trainee.
7. To determine the effect of the training on the performance of the trainee.	7. To determine the effect of the training on the performance of the trainee.
8. To determine the effect of the training on the performance of the trainee.	8. To determine the effect of the training on the performance of the trainee.
9. To determine the effect of the training on the performance of the trainee.	9. To determine the effect of the training on the performance of the trainee.
10. To determine the effect of the training on the performance of the trainee.	10. To determine the effect of the training on the performance of the trainee.

[illegible]

SALARY PER HR. FOR WEEK \$ _____

TOTAL HRS. FOR WEEK _____

SALARY FOR WEEK \$

ACCUM. HRS. (ALL JOBS) _____

ACCUMULATED SALARY \$

TOTAL HOURS _____

TOTAL SALARY \$

AGRICULTURAL OCCUPATIONS INSTITUTE

PROGRESS REPORT FOR VOCATIONAL AGRICULTURE OCCUPATIONS TRAINEE

Student's Name	Date	Grade	Period	Semester
Training Station	Student-trainee's Sponsor			

In rating the progress of this vocational agriculture student, please check the most appropriate blank under each trait listed.

APPEARANCE

- ☐ Appearance is an asset to business
- ☐ Usually neat in appearance
- ☐ Appearance needs improvement

PUNCTUALITY

- ☐ Always on time
- ☐ Usually on time
- ☐ Irregular in time

DEPENDABILITY

- ☐ Reliable in following instructions
- ☐ Careless in following instructions
- ☐ Will not follow instructions

INTEREST ON THE JOB

- ☐ Shows high interest in his work
- ☐ Sometimes shows interest in his work
- ☐ Lacks interest in his work

INITIATIVE

- ☐ Recognizes most work to be done
- ☐ Sometimes recognizes work
- ☐ Shows lack of initiative

COOPERATION

- ☐ Works well with others
- ☐ Helps when asked
- ☐ Shows lack of cooperation

ATTITUDE

- ☐ Attitude is very good
- ☐ Attitude is fair
- ☐ Attitude is poor

ABILITY TO DO JOB

- ☐ Excellent
- ☐ Good
- ☐ Poor

Comments you think would be helpful to the student:

Suggestions for improvement of this program:

FOLLOW-UP FORM

Name _____
 Last First Middle
 Year (Entered Vo. Ag.) _____ Date of Birth _____ Place of Birth _____
 Address _____ Parents or Guardian _____
 Size of Farm _____ Owner/Renter _____ Direction and Distance from School _____
 Brother or Sister _____ Address _____ Phone _____
 Uncle or Aunt _____ Address _____ Phone _____
 Close Friend (Same age or Older) _____ Address _____ Phone _____

Photo

Record of Vocational Agriculture Training

[illegible]

Year	Earnings from Supervised Farm Training	Earnings from Other Supervised Training	Total Earnings from Supervised Training Programs	Investment in Farming Jan 1	Net Worth Jan 1
New Student 19__19__					
Freshman 19__19__					
Sophomore 19__19__					
Junior 19__19__					
Senior 19__19__					

[illegible]